The Maryhill Canal Classroom

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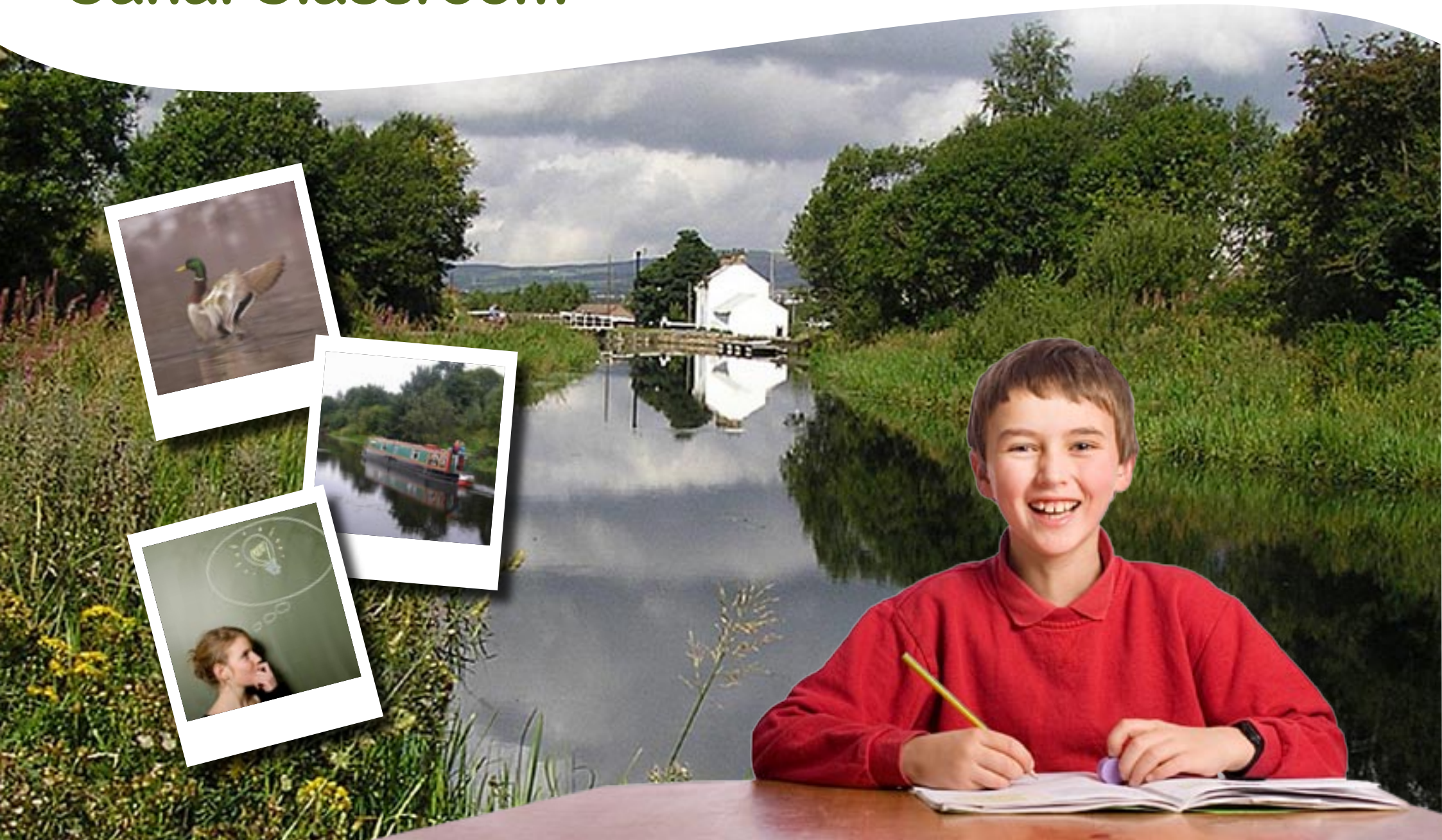

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CREDITS

This resource was created by Jill Webster of Monsters and Mayhem for the Glasgow Storytellers, Sustrans Scotland and British Waterways, Scotland. Design by scottimage.com.

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Introduction:

The Curriculum For Excellence and the Forth & Clyde Canal

The Forth & Clyde Canal is a rich resource. A simple stroll along the old tow path can inspire curiosity in a whole range of areas-

- **"How do the locks work?"** (technology)
- **"Why was it built?"** (people, past events and societies)
- **"What kind of animal is that?"** (science)
- **"Has anyone ever fallen in?"** (health & wellbeing)
- **"Why are there pictures on the railings?"** (visual arts)
- **"My dad comes fishing here and one day he..."** (literacy- talking and listening)

We hope to encourage and support teachers who would like to explore the Forth & Clyde canal at Maryhill. We believe that the canal can be a vibrant outdoor classroom. It can bring to life aspects of the Curriculum for Excellence in a memorable and enjoyable way, motivating learners and encouraging ambition in students with different learning styles.

The flexibility of the Curriculum for Excellence means that teachers have a greater degree of freedom. Questions and issues raised by students can provoke a whole new area of study or exploration. This student-centred approach is both exciting and challenging. Children can feel like more important contributors to their own education. Teachers will have to respond to input and take into account the ideas of a classroom.

We aim to provide you with information that will back up any study of the Forth & Clyde Canal. This document combines background information and advice for teachers with some creative ideas for using the Forth & Clyde Canal in class. The cross-curricular activities aim to stimulate students and provoke their curiosity and can be used by teachers as a springboard for their own ideas and activities.

Simply put, this document is a beginning, a 'Once Upon a Time' for a story that can incorporate all the ideas and imagination of the classes, teachers and support staff who visit the Forth & Clyde Canal.

"Within a clear framework of national expectations, teachers will have greater scope and space for professional decisions about what and how they should teach, enabling them to plan creatively within broader parameters."
(From 'Building the Curriculum 1')
www.ltscotland.org.uk/curriculumforexcellence/whatiscfe/purposes.asp

To enable all young people to become:

Successful learners

with
- enthusiasm and motivation for learning
- determination to reach high standards of achievements
- openness to new thinking and ideas

and able to
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident individuals

with
- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to
- relate to others and manage themselves
- pursue a healthy active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

Responsible citizens

with
- respect for others
- commitment t participate responsibly in political, economic, social and cultural life

and able to
- develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective contributors

with
- an enterprising attitude
- resilience
- self-reliance

and able to
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Using the canal IN the classroom and AS a classroom

A Curriculum for Excellence has been developed to make Scotland smarter, safer and stronger, wealthier and fairer, greener and healthier. The Forth & Clyde Canal is a perfect environment for linking exercise and education, observation and experience, curiosity, careful thinking and discovery in a way that can exemplify these overarching strategic objectives.

We suggest that classes are well prepared for a visit to the canal so that they can be involved in choosing the direction of future programmes of in-class study. If possible, classes might like to visit the canal on more than one occasion. In this case, initial preparation can focus purely on safety and well-being issues and the contents of this pack can be used to answer questions and suggest directions afterwards. A second visit can then be led entirely by students.

If classes are only able to visit once, teachers may want to use this resource to inspire curiosity in advance. An insight into the history and wildlife of the canal might provoke questions that can be answered by students exploring the site themselves. Some of the activities we suggest require information gathered on a visit, so preparation is important. If possible, borrowing a school digital camera to record the visit can be a useful tool for later classroom-based learning.

Safety around waterways is a vital starting point in the classroom prior to any visit to the Forth & Clyde canal.

BEFORE VISITING THE CANAL

Visit the Wild Over Waterways website and download the visit planning PDF. This document includes useful information such as class risk assessment activities, a parental consent form, things to take with you on a class visit, and a visit evaluation. You will also find free online safety games for children at the WoW website. British Waterways advises that you undertake at least one of these online games before a visit.
www.wow4water.net

ALLOWING TIME AT THE CANAL

If you are going on a storyteller-led tour of the canal, they will let you know how long to allow for a visit. If, on the other hand, you plan to lead a group yourself or allow students to be tour guides, you will find a pre-visit indispensable. This will allow you to choose the best access points for your class, logical stops along the canal, and the section of the canal that would be best for your group to focus on. It will also mean that you will be able to estimate the pace of your class and allocate time accordingly.

RESOURCES TO USE AT THE CANAL

We have included a canal map, and pages of information about sites along the canal to take with you on a visit. These can be used by the teacher or by students to plan and lead a tour. We have also included ideas of activities that can take place at the canal, as well as different themes to explore. Classes should bring all-weather gear, a means of recording questions and observations (such as paper, pencils and clipboards) and lunch if required (please take litter away with you). Pictures from our Image Bank can also be used on a visit.

IDEAS FOR IN THE CLASSROOM

The rest of the material in this book relates to in-class activities, with a focus on flexible and interdisciplinary ideas that can be used and adapted with ease. Most of these activities can be completed fairly quickly, or used in in-depth explorations taking place over several weeks and involving many curricular strands.

HISTORY of the FORTH & CLYDE CANAL:

An overview for teachers

In this section you will find an overview of the history of the Forth & Clyde Canal, with a focus on the stretch around Maryhill. We aim to give teachers a good starting level of knowledge that will facilitate self-guided canal tours or inspire a unit of study. Different eras in the canal's past might be of interest to classes investigating the period. With a bit of information to hand about the heritage and natural resources available, we hope you can find the Forth & Clyde Canal an important and useful local resource.

The Forth & Clyde canal was built to increase trade during the Scottish Enlightenment. It is one of the most enduring industrial works of this time. The canal helped trade and industry in Glasgow to thrive. Once built, the canal increased trade and helped industry in Glasgow. It shaped the character of Maryhill and was a bustling success until competition from rail and road transport, economic decline and war time restrictions resulted in its closure. A restoration programme took place as a part of the Millennium Link and saw the canal reopened in 2001. It is now managed by British Waterways, Scotland and is a vibrant place for locals, visitors, boaters and wildlife.

The idea to build a canal linking the east and west coast had been around for many years, but nothing was done until civil Engineer John Smeaton surveyed for a large canal in 1763. This canal could take sea-going vessels across Scotland without risking a journey on the North Sea. Glasgow Merchants, however, were not happy. This large canal would be expensive and ran well to the west of Glasgow. They commissioned Robert Mackell to conduct more surveys and find another route. Working with James Watt, Mackell surveyed for a smaller barge canal.

Glasgow merchants were pleased with the new survey, but those in Edinburgh who wanted a grander ship canal were not. A war of words began, pitting Glasgow merchants against the Edinburgh elite. Eventually a compromise was reached. John Smeaton prepared plans for a canal that was large enough for seagoing boats and had a branch all the way to Glasgow. Work started in 1768 under John Smeaton, with Robert Mackell as his assistant. Smeaton would send plans from Yorkshire to Robert Mackell in Scotland. Robert Mackell was then responsible for hiring and supervising the contractors and adapting the plans according to the conditions faced. Many of the 'navvies' who worked on the canal were from Ireland and faced serious risk as well as hard labour in the times long before health and safety laws. Sometimes women disguised as men were also known to work in canal construction. Wages were very low.

The canal was started in the east and reached Stockingfield Junction before money ran out in 1775. It took 7 years for the canal company to find another source of funds (a parliamentary loan from the proceeds of seized Jacobite estates). In the meantime, Glasgow merchants funded the branch from Stockingfield Junction to Hamilton Hill, completed in 1777. This meant that the Glasgwegians had a way of transporting goods from the west to the city (the River Clyde) and from the city to the east (the Forth & Clyde Canal). Work on the canal started again in 1785 under engineer Robert Whitworth. His work included the flight of locks at Maryhill and the spectacular Kelvin Aqueduct, a piece of engineering so popular that people flocked to see it. The completed canal was finally opened in 1790.

The first industries to spring up around the canal in Glasgow were focused around Stockingfield Junction, and later (once the canal was completed) by Kelvin Dock at the Maryhill locks. Boat-building, saw-milling and iron-founding all relied on the canal from the earliest times. Unlike many industrial areas which have a single industry, the canal resulted in the development of a diverse range including smelting, rubber works, glass works, breweries, chemical industries and paint works.

In the early 19th century, passenger boats started to appear amidst the heavy industrial traffic of the Forth & Clyde canal. Passenger steamers took people on pleasure trips throughout the 19th and into the 20th centuries. Most famous amongst them were the 'queens'- the Fairy Queen, the May Queen and the Gypsy Queen. These had tea rooms and space for dancing and took people along the canal from 1893 until the second world war. Smaller groups of Victorians enjoyed trips in scows to picnic with friends and colleagues.

Rail transport started to prove a threat to the profitability of the canal in the 19th Century. At first, horse-drawn trains helped bring goods to the canal side, but eventually, as steam locomotives were introduced (1831) they became competitors instead of allies. In 1842 the Edinburgh & Glasgow train line was opened and was favoured by passengers. The canal companies invested in new boat technology in an effort to speed up travel and compete with the trains, but better roads meant that coach travel was also becoming more practical.

World War I saw the closing of the Firth of Forth to commercial shipping and this had a dramatic impact on the Forth and Clyde Canal. Trade with Germany was stopped, and many boats were either laid up or requisitioned by the Admiralty. The canal never quite recovered. Motor cars became more popular after the war, and the increasing road traffic meant that small canal bridges were a hindrance to progress.

World War II brought an increase to ship-building at Maryhill, where landing craft were built around the clock. Stop locks were put in at Stockingfield, Firhill and Spiers Wharf to prevent flooding if the canal was bombed. The canal was used as a water source for putting out fires when water mains were destroyed. However, the decline in heavy industry, coupled with the increasing use of road and rail transport meant that the canal was increasingly unviable.

In the 1950's, the canals were put under the control of the government. Surveys found that the commercial possibilities of the Forth & Clyde canal could not justify the costs involved in keeping it open for navigation. After further inquiries that looked mainly at commercial needs (and ignored fishermen who still used the canal) as well as highlighting safety issues such as water quality and the risk of drowning, the canal was closed to navigation at midnight on the 31st December 1962.

During the next 3 decades, the canal continued its decline. Roads were built over it, the water was culverted and locals dumped rubbish in it. The only group that seemed to benefit from the changed use of the canal was the wildlife that came to call it home. The Forth & Clyde Canal became a unique environment and wildlife corridor, with different habitats merging and winding together along the canal's 56 kilometers (34.5 miles). A single area that may once have been home to wharves, factories, offices and mills could be taken over by thriving wildlife in hedgerows, grassy pathways, shallow banks, the canal channel, and scrub and woodland on the offside bank.

Voluntary groups started to campaign for the restoration of the Forth & Clyde Canal. In 1997 a grant of money from the National Lottery began the Millennium Link. As a part of the Millennium Link the canal was dredged, cleaned, locks, bridges and towpaths were renovated, culverts replaced, and the Falkirk Wheel built to link the Forth & Clyde and Union Canals. At the same time, the Forth & Clyde Canal was included in the Schedule of Monuments and listed as being a monument of national importance. The canal was reopened in 2001.

The Forth & Clyde Canal is now managed by British Waterways, Scotland. They aim to keep the canal open, safe and well-maintained. They must balance the needs of conservation (of wildlife and heritage) and regeneration. The future of the Forth & Clyde Canal is as a thriving leisure resource, a rich cultural experience, and a wealth of wildlife habitats that benefits the communities through which it runs.

A QUICK LIST OF FORTH & CLYDE CANAL FACTS

The Forth & Clyde Canal -

- runs from Grangemouth in the east to Bowling in the west; a distance of 56 km (34.5 miles)
- is the world's first man-made sea-to-sea ship canal, started in 1768 and costing £8,500 to build
- was opened in 1790, closed to navigation on Hogmanay 1962/63 and reopened in 2001 as a part of the Millennium Link project, restored at a cost of £84.5 million
- has 39 locks in working order
- is 1.83m (6 feet) deep with a headroom restriction of 3.0m (9 feet 10 inches) under bridges, etc
- the highest point is near Kilsyth and the canal is fed from a purpose built reservoir at Banton Loch

ACTIVITIES in the Classroom

Regeneration - a canal storyline

This story casts the class as an organisation responsible for regenerating the Forth & Clyde Canal in Maryhill. The teacher starts off the process, leading and being quite involved in the early stages. As the students become more confident in their roles, the teacher can step back, allowing the children to guide the project. As the project continues, the teacher then gets to play the 'spanner in the works', providing challenges and problems for the class to resolve.

There are many opportunities for group and individual work as well as whole-class meetings. Teachers can suggest ideas (see below) that provide opportunities for the practical application of numeracy, literacy, ICT, technology, design and art skills, as well as science, history and citizenship topics. The 'Storyline' approach is very flexible and can take up as little or as much time as desired.

THE TASK

Your company has been given responsibility for rejuvenating the canal- bringing it back to life as a lively, interesting and safe area for locals, tourists, businesses and canal users. This must be balanced with consideration of the history and wildlife of the canal.

- What will you do?

WHO ARE YOU?

- What is the name of your organisation?
- What is your aim, your 'mission statement'?
- How will you conduct business meetings? (create workable rules about speaking and listening, voting and decision making)
  Do you have a logo?

CANAL AUDIT – what is there now?

- Visit the canal.
- What do you like about it?
- What don't you like?
- What are the most important things in or on the canal?
- What do you think needs improving?

RESEARCH INTO USAGE

- **find out WHO uses the canal.**
- How could you do this?
- Visit and keep records of what you see – how many dog walkers/joggers/commuters/families/ etc use the canal. How could you make their visit to the canal even better?
- How can you collate and present the data you have gathered in a clear, understandable way?

- **who DOESN'T use the canal?**
- What might be stopping them?
- How could you encourage them to visit?
- What unexplored potential is there?

FUNDER'S SITE TOUR

You have been notified that an important party of European visitors will be coming to Maryhill. They are the ones who make decisions about funding projects such as yours. They want to visit the canal to see if it is worth investing in. Give them a tour of the canal, pointing out the history, wildlife and potential of the site. You could also prepare a booklet about the past, present and future of the canal for them to take away.

SOME FUNDING IS APPROVED – planning, deciding and working

- Now you can begin work!
- What do you hope to achieve?
- What are your priorities?
- Are there any potential conflicts? (eg wildlife/ development, boating/fishing, business/housing, modernists/traditionalists).
- What are you going to build, knock down, improve or clean?

All further exercises must be adapted to take into account the children's ideas.

Some ideas and possibilities include:

(of course you don't need to do all of them, and may think up others)

- Map the area of the canal you will be developing.
- Can you make it larger (to scale) so that you can put models on it (this can be painted onto newspaper, paper or using fabric paints on cloth which can be easily folded away once dry)?
- What maths will you need to build things to scale?
- Can you provide information on the map in metric and imperial measurements?

The company can set an architectural competition for the design of buildings along the canal. This might ask for plans and/ or models.

- What sorts of buildings does the company want to see (e.g. factories, high rise housing, expensive apartments, etc)?
- What will your entry be?
- Where will it be located?
- Can you build a model to scale with the large map? Will you include a simple circuit in your model to show lighting?
  (looking at architect's websites with local projects might be handy- see our links page)

The company has decided to investigate a new footbridge.

- Research bridges - what makes them strong and long lasting?
- How can they be designed to fit in with the rest of the plan for the area?
- What do you think of Andy Scott's 'Bigman' bridge?
- What would you design?

The company is calling for proposals for public art.

- Take some digital photographs of an area of the canal you want to put some public art in.
- Design and sketch the planned artwork, then using an image software such as photoshop, put your design onto the photograph at the right location and scale. (this could be done with print outs of the photograph and cutting out the sketch if necessary).
- Write an artist's statement explaining what inspired you.

A local environmental group wants you to plan a wildlife area along the canal.

- What animals would you want to encourage? How?
- How will it be protected from other canal users?

A safety inspector is going to look over your plans.

- How can you show them you have considered safety in your designs or programmes?
- How are you going to keep the canal safe but still usable?
- Can you design a canal safety pack for local schools?
- An advertising campaign?

Some local residents are protesting your plans.

- How can you convince them that your ideas are good? (eg create a video advertisement, produce information leaflets explaining your plans, hold meetings with them to listen to their problems and change the plans, etc)

Vandals have left graffiti all over your new development. Rubbish is being dumped.

- What do you do?
- How can you stop it happening again?
- Where will the money for cleaning up come from?

The funders want a report about the project to prove that all the money was well spent.

- What will you provide?
- How can you prove you have achieved your goals?
- How will you present your report? (PowerPoint presentation, booklet, website, video, poster, etc)

CELEBRATION

You have created a wonderful area in Maryhill, reflecting the history of the canal, protecting the wildlife, encouraging local business, and increasing the use of the place.

- How will you celebrate?
- Plan an event.
- Who is it for (all those who helped? Only the company? The whole community?)
- What entertainment will you provide?
- What are the practical needs (eg toilets, food, drinks, electricity, etc).
- How will you invite people?
- How will you publicise the event?
- Write a press release to the newspapers recording your achievements and encouraging them to cover the celebration.
- Make your own video news story.
- How much of this could you achieve in your own classroom?
- How will you provide food?
- Can the class write a song about the canal to sing at the party?
- Should anyone else be invited?

Celebrate!

Practical Beauty

This exercise is a way of combining the expression of a personal response to a place, with a practical design challenge. It is hoped that students will be able to practice looking at their environment in detail and appreciating good design in their local area. The outcomes can include ICT, numeracy and technology strands as well as visual arts and design if desired.

THE TASK

Design something practical for the Forth & Clyde canal that incorporates symbols of the past, present or future of the canal in Maryhill.

VISIT

- **BRING: Paper, pencils, and a clipboard or book to lean on.**
- **SUGGESTED ROUTE: the railings at Maryhill Road near White House Inn, any of the newer bridges such as Cleveden Road, Ruchill or the Nolly Brig).**
- Pay particular attention to bridges and railings that have been designed to show something about the history of the canal.
- Draw one (or a part of one) that you particularly like.
- If possible, use a digital camera to record parts of your visit.
- While you are there, keep a list of some of the people and animals you see using the canal.
- Keep a record of your favourite parts of the visit. This could be anything from boats you see, animals such as swans, frogs or dragonflies, mothers walking with their babies, new buildings, the remnants of old structures, patterns in the water, trees, etc.

WHAT WOULD YOU DESIGN?

Back in class, discuss what you have seen.

- Show your drawings and explain why you chose to draw that particular thing.
- If you were given the chance to design something for the canal, what would it be? (eg a bridge, jetty/pier, railing, sign, mural, boat, etc)

HOW WOULD YOU DESIGN IT?

- What would you like to you base your design on?
- Think about your favourite parts of your visit to the canal and all the people, plants and animals that you saw using it. These could help provide inspiration for your design. You could also research the history of the canal further and use this as a source of ideas.
- Are there any other things you would you have to consider?
- What materials would you use for the finished product? Why?
- How would you make it strong and safe?
- What stresses will it have to endure from people and the environment?

OUTCOME

There are several possible outcomes for this process-

- Students can create a drawing of their design, showing careful consideration of scale and measurement, and reflecting their own experience of the canal.
- Students could print out a photograph taken on the trip and use it as the background for their design. The design can be created on another piece of paper, and cut out and pasted onto the printed photo.
- Students could use a drawing programme on the computer to draw a simple design on top of a photograph of the canal. (this is easier done using programmes which permit layers)
- Students could create a 3D model of their design.

SHARING and DISCUSSION

- Show your design to the rest of the class.
- Explain what you chose and why.
- What do you like most about other people's designs?
- What could improve them all?
- What design did you like best at the canal? Why?
- How would you feel if your design was vandalised?
- Why do people destroy beautiful things?
- How could this be stopped?

POSSIBLE EXTENSION

- The class could come up with a campaign to promote an appreciation of good design, and reduce graffiti and litter in the environment.
- The posters or information leaflets could be created using some of the same design motifs the children came up with for their designs.
- Artistic groups may think of ways of beautifying the school or classroom in some way, and apply what they have learnt about the Forth & Clyde canal's approach to urban design in their own environment.

Fine Lines

Children are encouraged to discover an artist's process by examining a public artwork in its location, reading about the artist's experience, and then having a turn themselves! This exercise can also include History, ICT and Mathematics (particularly measurement, fractions/multiples/decimals, using mathematical instruments, etc). Artworks created by children can also inspire stories or poems, and could be used as illustrations for a class book.

THE TASK

- Design a 2 dimensional public artwork (such as railings, murals or windows) inspired by a visit to the Forth & Clyde Canal.

PRE-VISIT

Examine the windows by Stephen Adam from the Maryhill Burgh Hall (see our Image Bank or look them up on *www.theglasgowstory.com*). They are very unusual because they show workers as real human beings rather than idealised medieval peasants or classical maidens. In the 1870's, Stephen Adam went into workplaces in Maryhill and drew from real life. He was inspired by what he saw and created amazing images using simple line and colour.

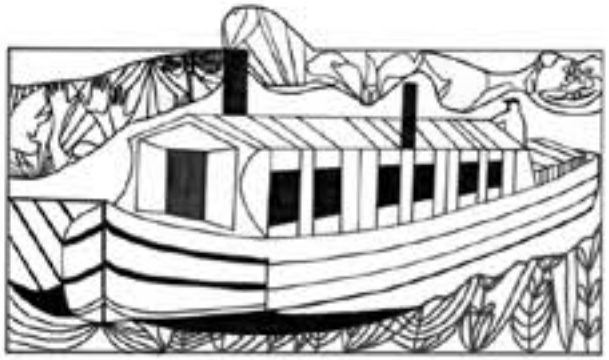
Explore the history of the canal. (This could also take place afterwards, as prompted by the children's questions about their trip). At the very least, a brief introduction to the Forth & Clyde canal gives a good context for the task.

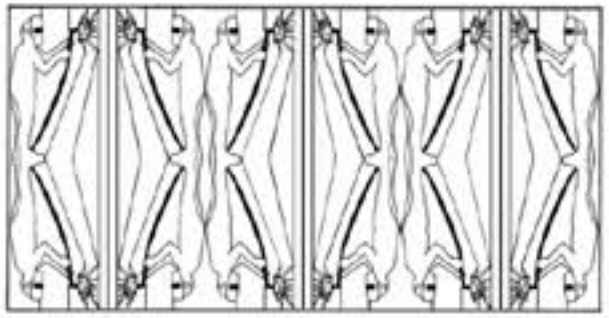
VISIT

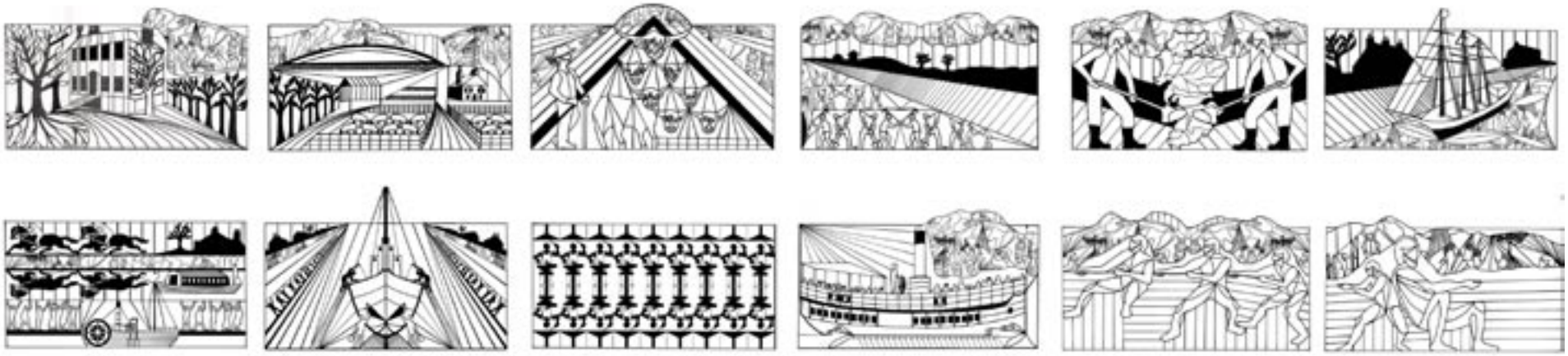
- **BRING: Paper, pencils, and a clipboard or book to lean on, and if possible, images from the Image Bank and a digital camera.**
- **SUGGESTED ROUTE: Visit the railing designed by Scottish artist Catherine Rozdoba-Hallows located between the canal and Maryhill Road, near the White House Inn, the bus stop and Maryhill Aqueduct.**
- Record your favourite section of the railing. Also record what you see at the canal. Write lists, draw pictures, record people, plants, buildings and animals.
- What are your favourite sights?
- What questions do you have?

AFTER THE VISIT

- Discuss your visit to the canal. Share some favourite drawings or thoughts.
- Read about the artists' process for creating the panels (on the next page). Discuss.
- If the class has any questions about the railings, they can write a letter which the teacher can email to - Catherine Rozdoba-Hallows at - *catrhallows@yahoo.co.uk*
- Come up with your own process for designing a 2D artwork. Do you need to do research? What will you base your design on? What will you include or leave out?
- Teachers who wish to do so can set specific parameters. This can be a useful way of including maths (for example, 20 meters needs railings and each artist can design 1 panel. If there are 30 artists, how long should each panel be?
- Students then create their designs. These can be used various ways. Thick line drawings can be transferred to black card and cut out. Gaps can be filled with cellophane and they can be displayed on windows like stained glass. They can be used as the basis of a print-making exercise or use to illustrate poems about the canal. Some could be scanned and sent to the artist along with a class response to her work







HOW IS A PUBLIC ARTWORK MADE?

This artwork was created in 2008 by Catherine Rozdoba-Hallows. It was made and installed by Maryhill fabrication company Scott Associates.

Artist Catherine Rozdoba-Hallows worked hard to create this design. She had meetings to talk about ideas for the railing. She talked to a storyteller about the history of the canal and tried to choose a focal point. She looked at the given space and worked out how big each railing panel would have to be and how many were needed.

She then went to the library to research Maryhill and the canal. After a lot of reading and looking at pictures, she decided to look at the history of industry on the canal and show how it helped shape the area.

She then went away to do some rough drafts of the design. Each panel of the railing is like a page from a book, a flowing story. There is also symmetry in her design. Panel 11 is the middle of the railing, so every pair on either side share either a similar meaning or look.

At her next meeting, Catherine Rozdoba-Hallows showed her draft designs. Everyone was very happy, but she had to change all the designs because a safety requirement meant that there could be no spaces of more than 10cm between the bars. Luckily everyone liked her ideas. She had to change a lot, but did not have to start from the beginning again!

Once the designs were approved, Catherine Rozdoba-Hallows carefully drew them to scale. A fabrication company was chosen to make the railings. The designs were enlarged and copied onto boards. Each piece of metal was bent, cut to size and welded together. The fabrication company then installed the railings where you see them now. The whole design process took 3 months. It took another 3 months for Scott Associates to make and install it.

ABOUT THE ARTIST

Catherine Rozdoba-Hallows, age 26, studied a foundation course at Camberwell Colege of Art London in 2000-2001. After taking a year out in between to travel around the world, she completed a degree in Illustration at Edinburgh College of Art in 2002-2005. In her final year at Edinburgh she was short listed for the V&A Student Illustrator award. She has been involved in exhibitions in London (Sun and Doves 2006), Manchester as part of the Noise festival (2006) and Edinburgh (Red door gallery 2006) and is due to take part in the Christmas exhibition at Recot gallery in Glasgow starting in November. She has worked with a new Interior design shop in Edinburgh and designed wrapping paper and a print to hang in the shop (2007). In 2008 she received her first proper commission to design 50 meters of illustrative railing, a vehicle gate and a barrier gate in Maryhill, Glasgow. It was fabricated from steel, galvanised and powder coated.

The Big Man

Observation, experience and research are the starting points for this art and technology activity which involves students looking at the work of contemporary Scottish Artist Andy Scott and his ambitious ideas for the Forth & Clyde Canal. There are links with mathematics and opportunities to research Andy Scott online. This activity could be linked with a boat-building activity (make sure to build boats that could go under the bridges!) to encompass aspects of the science curriculum as well.

TASK

Design a footbridge for the Forth & Clyde Canal at Stockingfield Junction.

PRE-VISIT

Explain the task to the class. If you wish, start researching bridges - what makes them strong, what might be required of a bridge on a working canal (eg being high enough to allow boats under or movable).

A nice place to start is *www.wow4water.net/grownups/info_bank.php?info_bank=16*
Look at the proposals for 'the Bigman' footbridge by Andy Scott and discuss as a class. You may want to look at other work by Andy Scott online - he has a great website *www.scottsculptures.co.uk*

VISIT

- **BRING: Bigman images from the Image Bank, a digital camera, paper, pencils, and a clipboard or book to lean on, measuring equipment.**
- **SUGGESTED ROUTE: Kelvin Aqueduct to Stockingfield Junction. Older groups might go to Ruchill St or even Murano St Footbridge**
- As you walk along the canal, pay particular attention to the bridges and aqueducts.
- Wherever possible, walk down to street level to look up at aqueducts, inspect bridges from different angles.
- Discuss what you see; what you like and don't like, and why you think design decisions were made.
- Go to Stockingfield Junction, the proposed site of the Big Man footbridge. Reexamine the images of the Big man and imagine this huge structure stretching over the canal here.
- What would it look like from a distance?
- What would it look like close up?
- Imagine the bridge opening to allow a passing boat...
- If possible, take lots of digital photographs at Stockingfield Junction - from far away as well as close up. Take at least one with a person or large ruler in it (to later measure and judge scale) or measure a feature that will appear in the photos.
- The class might want to draw the area and record (whether by drawing, photography or writing) any other things they notice (including people and wildlife).

AFTER THE VISIT

As a class

- Discuss the visit and Andy Scott's ideas.
- What did you like about the canal environment?
- How would you describe Andy Scott's style?
- What do you like about his ideas?
- What would you do differently?

As an individual

- Create your own design for a footbridge. You can use history or your visit to the canal as an inspiration for your design, or be influenced by the style of Andy Scott.
- Draw your design to scale. How will you work out how long it has to be? (use the photograph with a person in it, measure the person in real life, then compare that to the rest of the image, and/or estimate). Use appropriate mathematical equipment (eg ruler, protractor, set square) and take care with your work.

In groups

- Share your design with the rest of the class.
- Discuss each other's work, highlighting the positives.
- Find other people whose designs have something in common with yours. Try to make a group with about 4 people in it. This group will support you as you work individually to build a working model of your footbridge.
- In these groups, discuss how you could you make a 3D model of your design using easily available materials.
- Make a list of good materials you have access to like cardboard (cereal boxes, shoe boxes etc), aluminium foil, takeaway container lids, string, dental floss, garden stakes, BBQ skewers. Remember to use clean, recycled materials wherever possible.
- **Bring in the materials and start building!**

Whilst you are working individually, your group is there to help. Encourage each other. If you have worked out a solution to a problem, share it with the others. If someone needs a spare pair of hands, assist them. If you have leftover materials, share or swap them. As you go, you may need to adapt your plan to make it work. Help all members of the group finish off.

SHARE

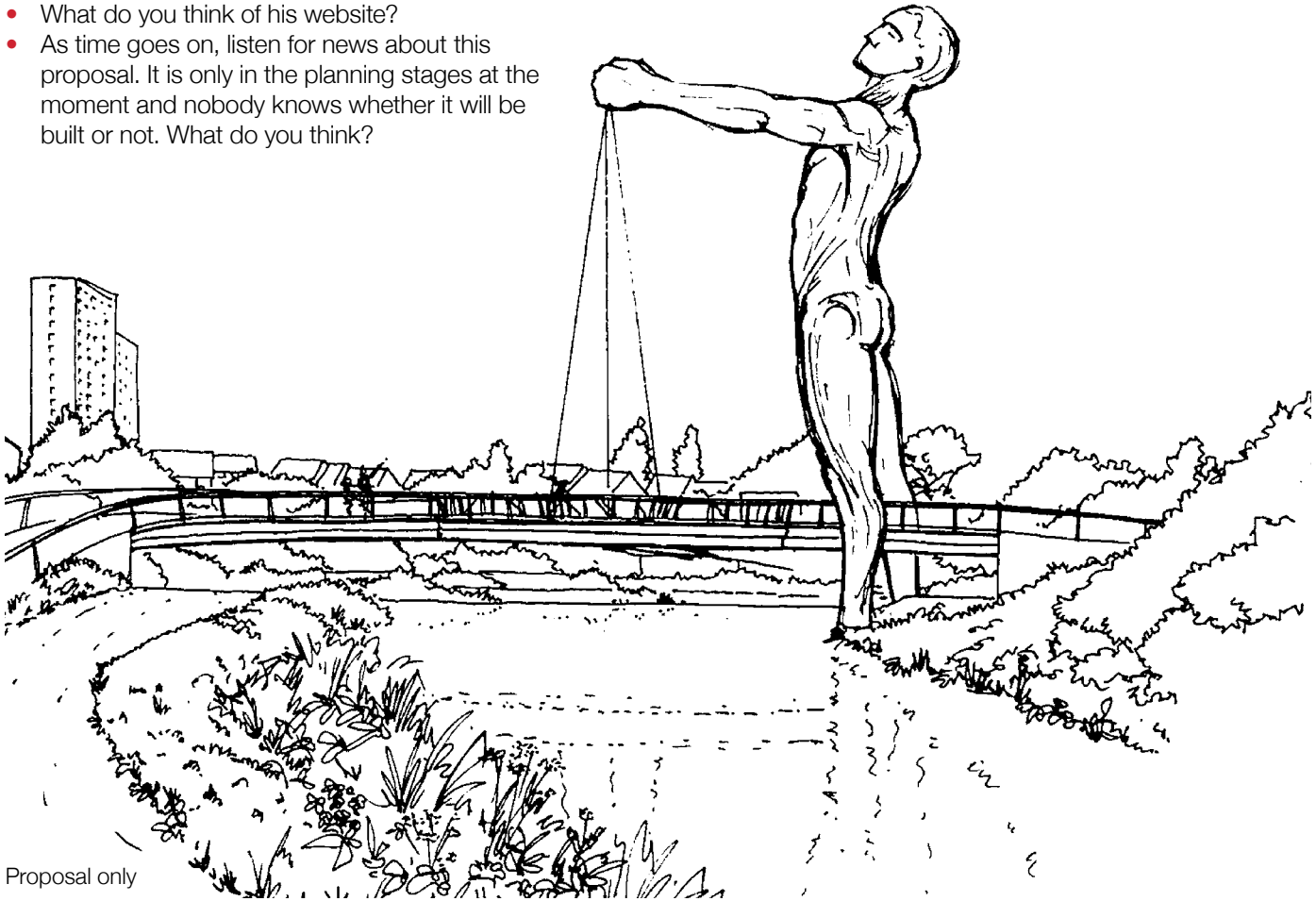
- One group at a time, show your designs to the rest of the class.
- Talk about how your group helped each other, what design ideas you had in common, and what makes your design different.
- Did anyone have to change their plan when making a 3D model? If so, in what way?

AFTERWARDS

After doing this exercise, discuss your views about Andy Scott's artwork.

- What do you like best about his work?
- How has he inspired you?
- What do you think of his website?
- As time goes on, listen for news about this proposal. It is only in the planning stages at the moment and nobody knows whether it will be built or not. What do you think?
- Can you photograph some of your models and choose ONE picture to represent the class in an email or letter to him? How do you decide which one should go? Teachers can send a class message to Andy Scott with an example of their work.
- Classes with a particular interest in the work of Andy Scott may be able to organise a visit to his studio. He occasionally allows small groups (up to 20) into his work space in Maryhill. To ask about a class visit (and check that there is something interesting in his studio) contact Andy via his website *www.scottsculptures.co.uk*

Andy also has sculptures throughout Scotland, including in Glasgow at the Kelvingrove Museum (swordsmen), The Lighthouse (gates), Cranhill (the Water tower), Easterhouse (the Phoenix), on the M8 (The Heavy Horse), Ibrox Stadium (memorial), and at Braehead (the shipbuilders). 'The Kelpies' is another proposal for the canal.



Proposal only

IMAGINE - Canal Tales and Story Cards

These are some suggestions for using the story cards that follow. They are designed to allow a creative interpretation of information. This is exploring history with your imagination.

The story cards will be most effective when used in conjunction with the pages about sites along the canal, or even better, combined with a canal visit! To make them even more exciting, they can be photocopied onto coloured card and picked from a hat, or chosen when face down. If you are planning a visit to the canal, make sure you only use sites that will be visited by the group. If you have been already, choose places you've seen.

USING THE STORY CARDS AS INDIVIDUALS - CREATIVE WRITING

- Research the history of the location.
- Plan and write the story suggested.
- If you are not happy with the suggested story, propose your own idea inspired by the history of your site.

POETRY AND PLACE

- Write a poem about the location for this story.
- What images will be evocative?
- What senses can you use when being descriptive?
- How could this help you when writing a full story?

POINT OF VIEW STORIES

Create a story as a group (verbally), but write it out individually. Each person can tell the same story from a very different point of view (narrator, bystander, hero, pet, mother, etc)

USING THE STORY CARDS IN GROUPS - DRAMA

Create a short scene to perform for the rest of the class based on your group's story card. Make sure the story is clearly communicated to the audience in an entertaining way. These scenes could even be performed during a visit to the canal, at a safe distance from the water!

PROP STORIES

Decide on ONE prop that would suit your group's story card. Bring it into class. Sit your group in a circle with one person holding the prop. That person begins with 'Once Upon a time' and creates a few sentences of the story. They then pass the prop on to the next person who continues the story. The prop is passed around the whole group until the story is finished (people may get 3 or 4 turns each).

Once finished, the group should talk about their story, simplify it if need be, and practice standing up and telling it in an exciting way. This can then be performed for the whole class. Teachers may prefer to have a box of appropriate props on hand (such as tools, old fashioned jewelery, photos, handkerchief, scraps of cloth, water, stuffed toy animals, toy boats, old bottles, interesting stones, old fashioned clothes, scarves, hats, etc, military medals, puppets and so on) from which the children can choose.

MAKING STORY BOOKS

- Create a story with your group. Write it together onto a word processing program. Think about how you might be able to make a book from your story. Every group member can illustrate one page.
- How will the story be divided into sections?
- Who will illustrate each section?
- Will it work as a stand-alone book or will it be better as a part of a class book?
- What else do books need (title page, credits, contents, etc).
- Can you scan illustrations into the computer and print your book?
- Is there an opportunity to sell it to others?
- How will you market your book?

Story Cards

MURANO STREET BRIDGE AND STUDENT RESIDENCES
Imagine it was your decision to remove the smuggler's cairn in the 1950's. You go for a walk along the canal that night and find yourself in the middle of a ghost story... What happens!?!

FIRHILL BASIN
Imagine you were walking your new puppy here one day in 1908. Suddenly your dog disappears! Why weren't you watching? Where has it gone? How can you get it back?

FIRHILL STADIUM
Imagine you were standing at the canal in 1954, one year before floodlights were installed at the stadium. The game is near the end and looking like a draw, the light is fading fast and you can hardly see! How can you sneak around to get a good view? What happens when you try? Who wins the game?

WYDNFORD ESTATE AND MARYHILL BARRACKS
Imagine you are the ghost of a soldier from the Highland Light Infantry. Your barracks has been taken over by lots of new people! Do you like this or not? What will you do about it? How will you find peace at last?

CLEVEDEN ROAD BRIDGE
Imagine you are a child in 1932 watching the driver of a steam wagon go over the tiny bridge and get stuck. What would you have seen? What would you do to help?

KELVIN AQUEDUCT
Imagine you were there on April Fool's Day in 1790. Who would you have been? An excited visitor, or a giggling prankster? Tell the story of what happened on that day from your point of view.

KELVIN DOCK
Imagine you are working on a little puffer boat that always seems just about to break. Who are the crew? What can go wrong? How can you all work together to fix it?

MARYHILL LOCKS
Imagine you've been given a great ride along the canal on a barge you had helped through the locks. As night draws in, how would you get back home safely? What might happen on the way?

WHITE HOUSE INN
Imagine you are coming into the Whitehouse Inn to stop people getting too drunk. What would happen if you magically stepped into the future? What has the Whitehouse Inn become? How do you feel about it? And how will you get home?!?

MARYHILL AQUEDUCT
Imagine you were on your way up Maryhill Road in 1881 when the banks of the canal burst. You were holding something precious in your hands, but it was swept away. What was it? How could you find it again?

STOCKINGFIELD JUNCTION
Imagine you were in Maryhill on the night of the bombing in 1941. What would have happened if the stop lock had been hit? How would you stay safe?

ALEXANDER FERGUSSON & Co Ltd
Imagine you worked at the nearby Cassel's Gold Extracting works in 1884. Cassel eventually developed a way of getting gold from ore using deadly cyanide. Can you make up a story about his disastrous failures and final success?

RUCHILL PARISH CHURCH AND CHURCH HALLS
Imagine the Ruchill Parish Church and the Ruchill Church halls were two people. What would they be like? Would they get on? What would they argue about? How could they make up?

MONDRIAAN HOUSE
Imagine you were an animal living nearby when this housing project was built. What did you think of it? How could you have tried to stop construction? What do you think of it now?

Coat of arms

This activity combines social history and personal history. It is not only an exercise in visual arts and design, but also a chance for children to examine their personal story and developing values and beliefs. In exploring, expressing and communicating these ideas, students can strengthen their self confidence, better understand each other, and learn to respect themselves and their classmates.

TASK

Design your own personal coat of arms. Make sure that it expresses something about what is important to you- your past, your family, your ideals and dreams.

PREPARATION

- Investigate the history of Maryhill and the Forth & Clyde Canal.
- As a class, look at the coat of arms created for Maryhill in 1885. Talk about what each of the symbols might mean and why they have been included.
- What do you think the people of Maryhill valued at this time?
- Why were these things important to them?

Does the school have an emblem or coat of arms?

- If so, discuss this in a similar way, reviewing what is depicted, what it means, and why it is important to the school.
- What does it express about the values and history of the school and local community?

THE TASK

- Make a list of some important parts of your personal history that you might like to include.
- Where does your family come from?
- Is there anything you have achieved that you are proud of?
- What are you good at?
- What do you believe is important in life?

The next question is how to represent some or all of these ideas in pictures.

- Do you have to edit down the list?
- What is most important?
- How will they be laid out within the given frame?
- Carefully transfer your ideas onto a photocopy of the blank coat of arms (on paper or card).
- Will you use colour?
- Will the colours have a special meaning?
- Decorate and finish.

AFTERWARDS

An extension of this activity is for children to create their own motto.

- What rule would they choose to live by?
- What would they like to teach their children one day?

Once complete, this can be a wonderful starting point for talking and listening activities in the class room, further Religious and Moral Education, or ‘golden time’/’circle time’ prompts.

A POTTED HISTORY OF MARYHILL

(further information on separate Canal Site pages)

Maryhill was a part of the estate of the Laird of Garbraid. The laird Hew Hill had no male heirs, so his property passed on to his daughter Mary Hill and her husband Robert Graham. They feued land to the canal company when the canal was built through their property on condition that it should always be known as Maryhill, after the last of the Hills of Garbraid. A village sprang up, first with canal workers, and later for the many people who found work in the industries that used the Forth & Clyde canal. Maryhill truly exists because of the canal.

Boat-building, saw-milling and iron-founding industries sprang up quickly. Unlike many industrial areas with a single industry, the canal resulted in the development of a diverse range including rubber works, glass works, brewing, chemical industries & paint works, etc. Many of these industries declined in the 20th Century.

Maryhill became a burgh in 1856. People hoped to take responsibility for policing the area. It was annexed in 1891, becoming a part of the City of Glasgow, as it is to this day.

COAT OF ARMS FOR:

The Burgh of Maryhill,
by Alexander Thomson, 1885

THE 'CHARLOTTE DUNDAS'

The Charlotte Dundas was the world's first practical steamboat. It was designed by William Symington, built by Alexander Hart and supported by Lord Dundas, the governor of the Forth & Clyde Canal company. Steam boats were made near the canal and traveled along it. Boat building and boats were very important to the livelihood of many in Maryhill. Technical innovation was vital in this industry.

THE 'KELVIN AQUEDUCT'

(part of the Forth & Clyde Canal)
Maryhill began because of the Forth & Clyde canal. The Kelvin Aqueduct was considered a feat of engineering and was visited by many. Poems were written about it and people were very proud of it.

A CIRCULAR SAW

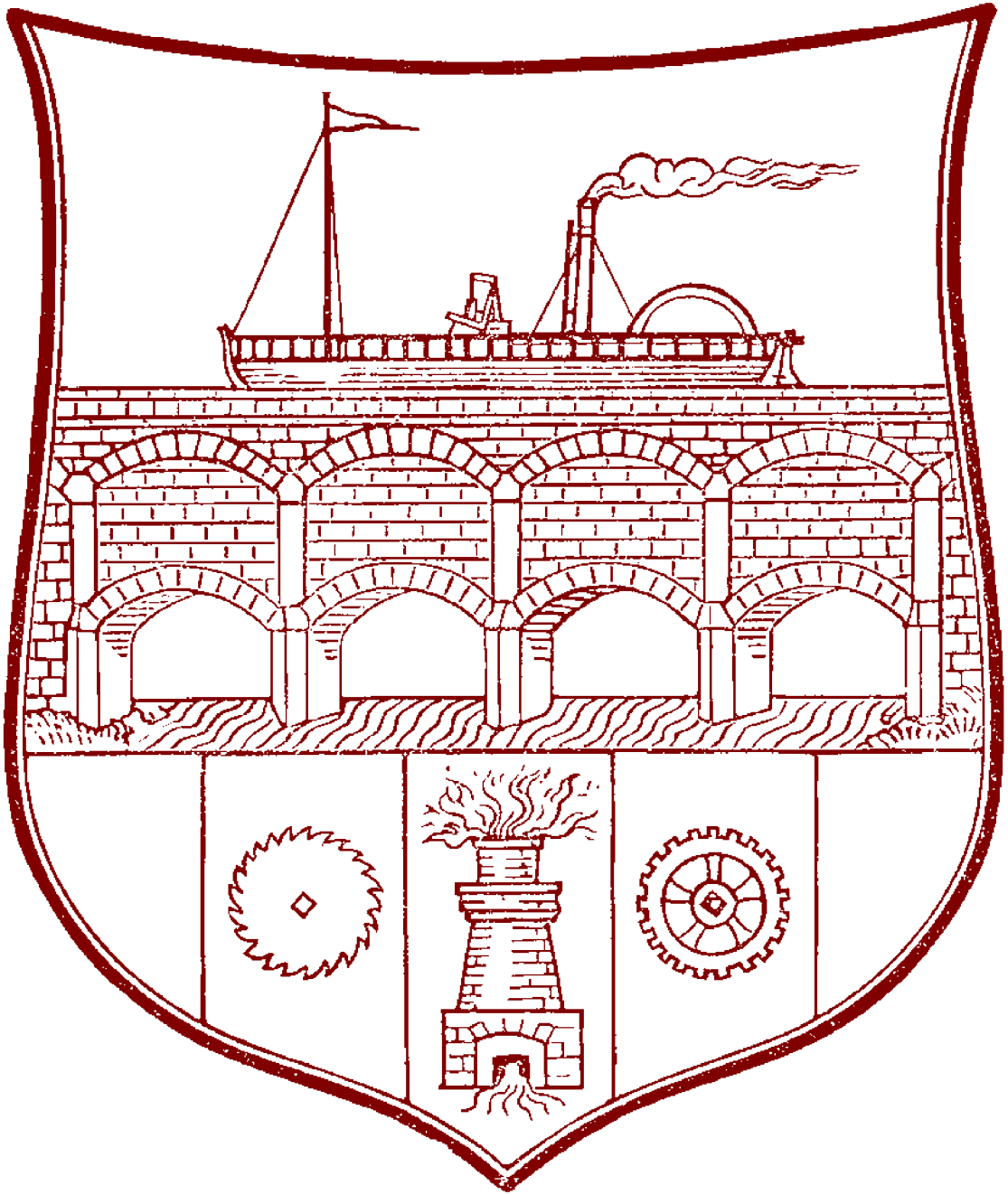
Sawmilling was an important industry in Maryhill. There were basins full of logs, and many people made their living working in this industry.

AN IRON FURNACE

Foundries and metal work were another vital source of income and pride for the people of Maryhill.

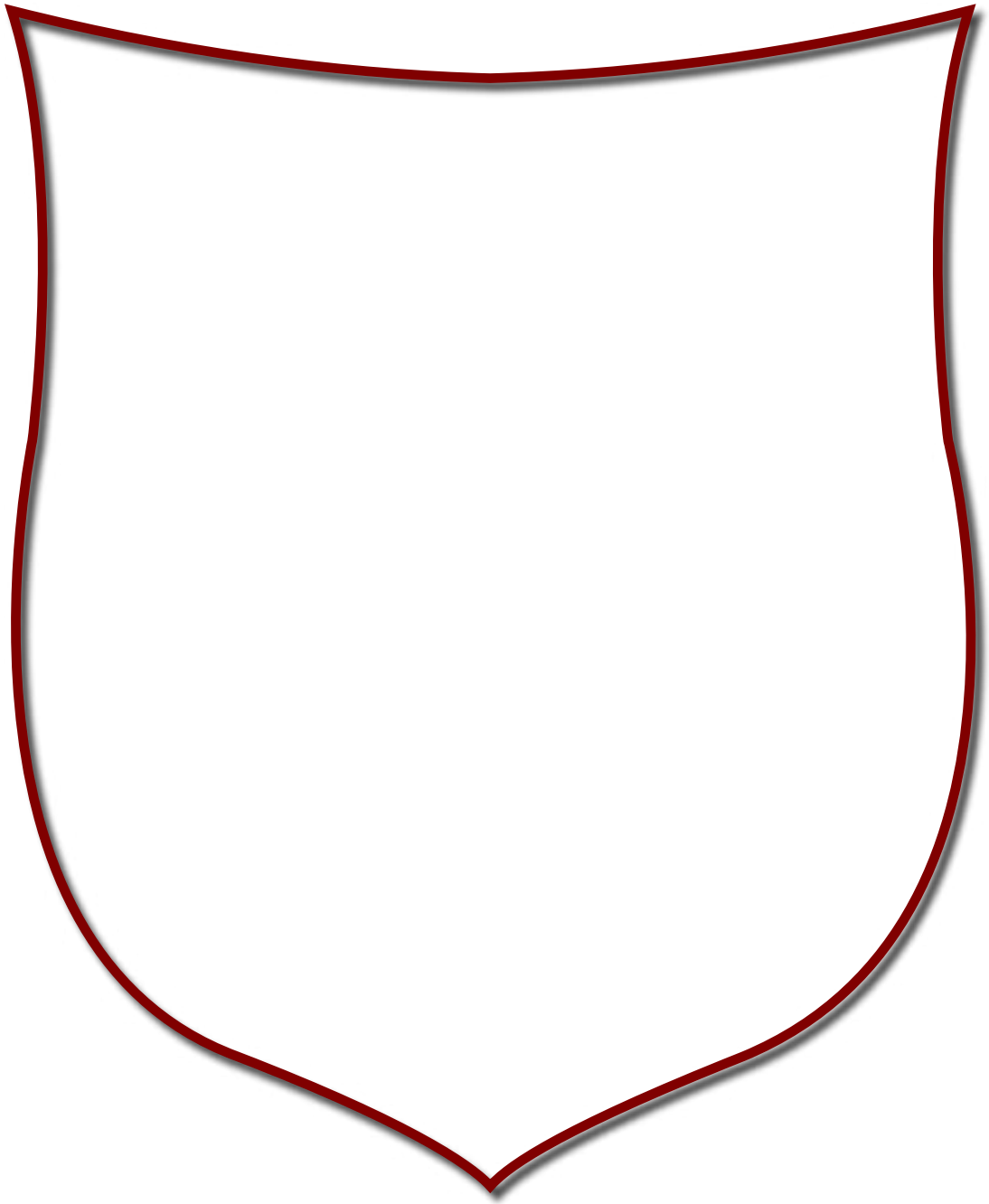
A SPUR WHEEL

a spur wheel can be used in many industries and was also used in the locks at Maryhill. It is an important symbol of both the canal itself, clever engineering and the heavy industries that brought wealth to the area.



COAT OF ARMS FOR:

WHAT SYMBOLS WILL YOU USE?
WHAT DO THEY MEAN OR REPRESENT?



Tales of Times Past:

Oral History of the Forth & Clyde Canal

This activity is a great way to combine Talking and Listening units with ICT. Students can investigate a range of topics inspired by a visit to the Forth & Clyde Canal, or prompted by photographs taken by students at the canal. It can be a fantastic way of discovering how the school fits within the wider local community and start fruitful relationships with seniors who have stories and skills to share.

You can find some examples of our oral history project online.

Listen to some of the stories and discuss what you liked about them. Are there any ways it could have been done better? How would the class approach it? Feel free to use images from the image bank and our Oral History Interview form to help start out.

HOW TO DO AN ORAL HISTORY

WHY ARE WE DOING THIS?

- Decide why you are doing an oral history.
- What topics or times are you interested in?
- What will you do with the information you find?

HOW WILL YOU DO IT?

- What will you use to record the interview? Will it be recorded onto video, DVD, or will it be a sound recording?

WHO WILL BE INVOLVED?

- Who is going to do the interviews?
- Who is going to be interviewed?
- Will it be one-to-one or group interviews?
- How will you find people who know about your topic? (HINT – think about contacting the local library, older relatives, nursing homes, local history clubs, other clubs and social groups or the Glasgow Storytellers)
- Make sure you have written down people's names correctly, and have recorded some basic information about them.

ETHICS

- Are the interviewees aware of what you are doing and why?
- Have you told them they can refuse to answer questions if they wish?
- Have you told them what you will be doing with the materials you gather?
- How can you take care to treat your interviewee with respect?

CONSENT

- Make up a SHORT 'contract' that briefly explains what you are doing and why, and how you plan to use the information you will gather. Make sure it says that people are allowed to NOT answer questions, and ask interviewee/s to sign it, stating that they give permission for you to use their words.

PREPARATION

- Choose a place for the interview that is quiet and well lit enough if you are recording onto camera. Make sure you have permission to use the place.
- Organize your meeting carefully. Speak to your interviewee in person or by telephone to explain what you are doing and what you would like to ask of them. Write a follow-up letter thanking them and confirming the date, time and place of the interview clearly.
- Research the topic so that you know what kinds of questions to ask.
- Find useful memory prompts such as old photographs, songs or objects, or interesting books with lots of pictures in them. These can be handy to start conversations and prompt memories. You could also use some images from our Image Bank.
- Write out some questions. Try to vary them- have some that are factual and others that ask for an opinion. Have some with short, simple answers and open questions that ask for more. If you are asking about a difficult subject, can you think of a sensitive way of doing so? Some useful question starters are– "Can you describe/explain…?" "How did you feel…?" "Some people think…– what do you think?"
- Practice! Make sure you can use the recording equipment well. Have a trial run with a friend. Practice polite ways of getting back to your subject or raising new topics. Practice responding with silent nods and smiles instead of sounds like 'mmm's or 'yeah's…

THE INTERVIEW

- ALWAYS be polite and respectful.
- Have a glass of water for your interviewee. A cup of tea or coffee and biscuits afterwards could be nice (be careful about crunching sounds during an interview!)
- Be prepared - know what you want to talk about in advance, bring along any helpful memory prompts, question ideas, as well as your consent forms. Know how to use the recording equipment and ensure it has enough batteries or is plugged in.
- Make sure the interviewee is prepared- that they understand what is going to happen, are feeling comfortable, and have signed the consent form you created.
- Turn on the recording equipment and briefly introduce yourself, say where and when the interview is taking place, and thank your interviewee for coming. Ask some simple questions for background information and to 'warm up' the conversation (for example, ask them their name, when and where they were born, what their parents did, and where they went to primary school).
- Ask questions about the topic or time you are interested in. Use your memory prompts if you have them.
- Be flexible – LISTEN to the interviewee and ask more questions if they raise an interesting point or tell a good story (even if it is a bit different from what you expected).
- Keep on track (politely!) so that you don't spend half an hour talking about trams in the 1940's when you really wanted to talk about music and dancing in the 1960's.
- Be QUIET. Make sure you don't speak over the interviewee – let them do the talking!
- It might be handy to have someone there timing and taking notes about what was talked about and when (eg 'discussed horses at 2 minutes. Mentioned canal swans 3 minutes. Good match factory story 3 ½ minutes. Funny falling in story 6 minutes' etc)
- Be aware of time – don't go for an hour if you asked for 15 minutes.

AFTERWARDS

- Thank the interviewee. If possible, invite them to have a cup of tea. Don't rush them out as soon as you have the information you wanted. Perhaps tell them which stories you found most interesting.
- If you promise to send your interviewee a copy of the interview or end-product, make sure you do it.
- Write them a thank you letter or card.
- Think about how you can present the interview to the public.
  - Does it need editing?
  - Will it be typed out or put on CD or online?
  - Will it go to the school library?
- How can you make sure it this is saved for people in the future?
  - How will people find it?
  - What extra information might you include?

  (for example, notes, written documentation, a clear label, a photograph of the interview, etc)

ORAL HISTORY INTERVIEW

Names of Interviewers/researchers/note-takers:

Interview Date and Location:

Name of Interview Subject:

Contact details:

Date of Birth _____

Place of Birth _____

Parent's names

TICK LIST – Do you have the following?

- ☐ A place booked for the interview
- ☐ Equipment to record the interview and enough batteries or a power point nearby
- ☐ Comfortable chairs to sit on and a table or stand for your microphone or camera
- ☐ Consent form/s
- ☐ Some questions
- ☐ Memory prompts you have decided to use (photographs, books etc)

SOME QUESTIONS

1

2

3

4

5

6

7

A Birdsong Tour

This is an exercise that combines listening and communication skills with science. Further links can be made with ICT, research skills, design and creative writing.

TASK

As a class, create a bird tour of the Forth & Clyde Canal with visual aides.

PRE- VISIT

- Cut the bird images (on the next page) into separate 'cards'
- Divide the class into small groups.
- Each group takes a couple of bird cards (1 – 3 cards per group depending on age and size of class). Children are likely to see ducks, robins, pigeons, and blackbirds, with swans, moorhens, crows, and magpies also fairly common. Ensure each group gets at least one card of a bird they are likely to see.
- Research your bird/s. Use the online RSPB bird identifier to listen to their song. Remember the song so that you will know if you hear the bird, even if you can't see it.
- Create a poster or guide about your bird/s to use on the tour.
- Prepare a short talk about your bird and rehearse it using the poster you have created.
- Based on your research, predict whether you are likely to see your bird near the canal, and estimate how many you might find.

VISIT

- **BRING: resources created by the students, paper and pens to record bird sightings.**
- **SUGGESTED ROUTE: Kelvin Aqueduct (including going down into the Kelvin Valley) to Stockingfield Junction, and beyond if possible for older groups. Swans are common near Firhill and the Murano St footbridge.**

- As you walk along the canal and near the Kelvin River, listen and watch carefully for signs of your bird/s. When you hear or see your bird, signal to the group and prepare to give your talk! (this will have to be mediated by a teacher- especially if there are a few birds within a small space)
- Each group gives their presentation to the class as birds are sighted or heard. If, after walking the entire route, you still have not seen the bird, give the talk anyway so that the entire class can keep their ears and eyes open (don't forget to practice making bird calls!)
- Record any bird sightings as you go.

AFTER THE VISIT

- Discuss the bird tour and compare bird sightings.
- How many birds did you see?
- Was it what you expected?
- Are there any organisations that might be interested in finding out about your results?
- Can you compile your bird information into a whole-class book?
- Can you write a story that relies on sound and listening?
- Can you write a poem about your bird that uses descriptive language involving all 5 senses?
- For a light-hearted follow-up, play "Guess that Bird" - how good are class members at making bird sounds now? One person stands up and makes a bird call. Whoever guesses correctly can then stand up and do a different bird call (and so on and so on). The aim is to get the game going VERY quickly from person to person, so it is important to remember lots of bird calls and practice doing them well!

Musical classes might want to try singing "Ah Poor Bird" as a round (find it on YouTube if you don't know this beautiful, simple tune). Rounds are another challenging listening task!

The images we have used are from Learning and Teaching Scotland and are free for use in schools.

This activity could be expanded to include other types of animals or plants. Look under 'British Animals' or 'Flowers and Trees' at *www.ltscotland.org.uk/images*

These images are the copyright of Learning and Teaching Scotland and are provided as a royalty-free educational resource for educational use in Scotland.

Activity Ideas that link to THE GRID

LINKS TO THE OLD CURRICULUM

During the transition to the Curriculum for Excellence, some teachers may like to keep programmes of study developed under the 5 – 14 Guidelines, reworking and adapting them to fit in with the aims and values of the Curriculum for Excellence. Here are a few ideas of how elements of the Grid (as produced by Glasgow City Council's Education Improvement Service) might relate to or benefit from a visit to the Forth & Clyde Canal.

THE AGE OF INVENTION

The Forth & Clyde canal fits in beautifully with any unit on invention. James Watt (of Boulton and Watt fame) helped to survey for it, steam powered boats were built on it, and the engineering used to build it was very advanced for its time. When the Kelvin Aqueduct was built, visitors flocked to see it. This demonstrates the curiosity of the time and the craze for fine engineering which inspired the people.

SUGGESTED TASK

Create your own canal. How could this be done? for example, using takeaway food containers with the ends cut off, joined together using gaffer tape, or with lengths of air conditioning ducting, etc) How can you deal with the canal starting off up high and then going down? If you make paper boats, do they get ruined? How can you create a system of locks? to have a look at how locks work, visit - *www.waterscape.com/features-and-articles/features/how-do-locks-work or www.canals.com/lock2way.gif* Hold a special opening ceremony, with ribbon to cut, speeches to be made, cake, reporters, photographs, postcards, etc. Then write poems of celebration about the fabulous day!

WHAT A LOAD OF RUBBISH

The Forth & Clyde Canal is a scheduled ancient monument and an important wildlife corridor.

- What rubbish can be found at the canal?
- What sort of issues might this raise for people who use the canal (joggers, dog-walkers, toddlers, tourists, cyclists, fishermen, people who live in barges, etc)?
- What issues does this raise for the wildlife?
- Are there any other issues? (the costs of maintenance, local pride, etc) What can be done about it?

SUGGESTED TASK

Make a piece of Trashy Art. Plan a visit (including addressing safety issues) Document who you see using the canal (people, plants and animals), and carefully collect rubbish. Sort the rubbish. How much of it could have been reused or recycled? Can the class create a group artwork – a huge class collage using cleaned-up rubbish that promotes a clean canal? How can you most effectively communicate your message?

MAPPING AND ATLAS SKILLS

The canal is a perfect subject for mapping. Mapping and atlas skills can be used in conjunction with many different canal-related activities.

SUGGESTED TASKS

Find your way around the Canal. Find the way to the canal from the school using a street directory. Draw your own map of the canal, noting places of interest and access points as a part of making a guidebook.Use this experience to explore features of maps such as scale, using a key, compass points, etc. You can use the canal as a starting point for online activities based on google-maps.

THE CLYDE

Since the Forth & Clyde Canal was completed in 1790, it acted almost like a partner to the River Clyde. Because Glasgow was connected to the west via the Clyde and to the east through the canal, trade could be conducted relatively quickly in the days before smooth roads and regular trains.

SUGGESTED TASK

Classes could divide into 2 groups to compare and contrast the Clyde and the Canal. The 'Regeneration' storyline approach could be done with the class divided into 2 organisations, one responsible for the Clyde, the other, the Forth & Clyde. The different approaches followed by the groups could spark new ideas, a sense of healthy competition, and inspire each other.

MINIBEASTS and PLANTS

The Forth & Clyde canal is a haven for minibeasts. During any trip to the canal, classes are likely to see at least some of the following– bumble bees, honey bees, dragonflies, damselflies, water boatmen, frogs, toads, snails, wasps, hover flies, butterflies, ducks (most likely mallards), swans, moor hens, blackbirds, robins. Students can search online before visiting to see what kind of minibeasts they are most likely to find during the season.
Websites such as *www.waterscape.com/wildlife* and *www.glasgow.gov.uk/en/Residents/Parks_Outdoors/Ecology/WildlifeDiary* have lovely information.

SUGGESTED TASK

Carry out a Wildlife Survey. Children can visit the canal to hunt and record sightings of wildlife. Records kept by the class can be sent to Waterscape for their annual wildlife survey or other organisations (BBC has a page of wildlife surveys- *www.bbc.co.uk/cbbc/wild/helping/survey*)

SUGGESTED TASK

Go pond dipping and create a habitat science poster based on your results. The Firhill Basin can be a good place for carefully organised pond-dipping activities. Before pond dipping, play the free online game at - *www.wwt.org.uk/game/301/game.html?GameId=5* to get ideas.

SUGGESTED TASK

Eat nature!

- Explore the world of edible plants during a visit to the canal.
- Research recipes for brambles, nettle tea or rosehip syrup. This can be combined with an oral history gathering project. Rosehip syrup was made during the war, and some people may remember collecting rosehips for their school to sell to factories. Others may have bramble jam recipes.
- Discuss as a class how best to collect wild ingredients (making sure to remember that the canal is an important wildlife corridor and rosehips, etc are best collected with permission from people's gardens...).
- Can your produce be advertised and sold?

SUGGESTED TASK

Create and keep a Calender. A wide variety of plants are in abundance along the canal, and visits to the same stretch during different seasons could prove most 'fruitful'... There are water plants, trees, ferns, mosses, flowers, both native and introduced species, as well as different ways of tracking animals depending on the season.

- Record details of each visit and create artworks inspired by nature.

GLASGOW

The Forth & Clyde Canal has been an important part of the history of Glasgow. Much of the wealth of Glasgow stemmed from the ease of access between coasts that the canal provided. Many of the activity ideas already suggested within this document could be used as a part of a unit on Glasgow.

DISABILITY

The class can examine the idea of a 'medical model' and a 'social model' of disability. A visit to the canal will show that some changes have been made (such as the long ramp down from the canal to the Kelvin River, paths down to the canal from road bridges, etc) to make the canal a more accessible place for all visitors. What sorts of things would a disabled person need to know before visiting the canal?

SUGGESTED TASK

Design a canal map for people with additional needs. What extra information might it show? (e.g- accessible entrances to the towpath, places with a steep incline, places with rough or cobbled surfaces, very narrow paths. Detailed maps could even show where you might go for an accessible cup of tea or visit to the toilet) Perhaps some information about sites of interest could be added in large print for visually impaired visitors. Once the class has created a map, where could it be sent? Who might find it useful?

SUGGESTED TASK

Create a canal tour for people with a visual impairment. During a visit to the canal, sit still and close your eyes. Listen carefully and enjoy relying on a different sense than usual. What can you hear? Make a list of what information you can find out about by listening (e.g. different kinds of birds, fish splashing, construction work, local visitors, boats, etc)? What sorts of things cannot be heard? (buildings, structures, etc). If the class is a responsible, trustworthy group, they can divide into pairs and walk along the towpath with one person shutting their eyes, the other leading, swapping after a while. Regroup and discuss the experience. What might a blind or visually impaired person experience more keenly? What might be missed? How could the class create a resource so that visually impaired people can get a broader experience of the canal?

SUGGESTED TASK

Take an experience of the canal to people who cannot visit themselves. Create a PowerPoint presentation of digital photos and student artworks about the canal. If possible, show it at a local residence for senior citizens, along with a talk to accompany the images. This could be a wonderful prompt for gathering the stories that senior citizens may have of growing up near the canal, a sharing of tales that might add to the Powerpoint presentation in the future. Another way of sharing a canal experience involves the class creating an audio-tour along a stretch of the canal (possibly even recorded at the canal). Think about the needs and interests of the potential audience, as well as presentation techniques (speaking clearly, balancing research and improvisation, sounding friendly and being interesting, etc) Edit with recording software like "Audacity" (available to download free online http://*audacity.sourceforge.net*) to smooth out the rough edges, even the volume and cut out long gaps or mistakes.

VERTEBRATES

Many of our wildlife activities could be adapted to fit in with this area.

THE ROMANS

- A visit to the Forth & Clyde Canal is a great opportunity to see and walk along a real aqueduct. The impressive Kelvin Aqueduct can be viewed from the side of the Kelvin River (accessible from the canal, best seen in winter because of the trees) and Maryhill Aqueduct is an easy walk away (look at it from ground level by exiting near the White House Inn building). a great place to discuss why aqueducts were important, useful structures, or perhaps inspire some model-making back in class.

SOUND AND LIGHT

Activities suggested above (such as the tour for visually impaired people) could fit within this area of study.

SUGGESTED TASK

Reflections.

- Visit the canal and pay particular attention to reflections in the water (the canal between Ruchill and Firhill has some interesting reflections, including the modern Mondriaan buildings, the new bridges, the Murano St footbridge and long stretches of offside trees and wildlife).
- If possible, take digital photos.
- Draw your favourite reflections and write a list of all the sounds you can hear.
- Using this experience as an inspiration, create an artwork that involves reflections.
- Use this to illustrate a poem inspired by the sounds you have heard.
- This can be combined with an exploration of what water does to sound and light, using different senses, and the science of sound and light.
- You could also start exploring the work of artists such as Claude Monet and Paul Signac or Scottish artist John Quinton Pringle (who was also an optician).

VICTORIANS

The Victorians used the Forth & Clyde canal for business and pleasure.

SUGGESTED TASK

A Grand Day Out.

- Design a pleasure steamer for a Victorian outing on the canal.
- What sorts of things would the Victorians like to do on board a boat?
- What would they need for a picnic?
- What spaces might you need to allow for storage or function?
- What sorts of songs might have been sung for entertainment?

- Once boat designs have been drawn carefully, groups of students might want to imagine and act out scenes from their Victorian Day Out.
- This could include embarking (maybe someone is trying to sneak in or someone is nearly left behind), on board activities (singing, dancing, queuing for food, eating, etc), picnicking (complete with uninvited animal guests), disasters narrowly avoided (ice in winter, falling overboard, endless rain, ships breaking down, rescues, etc) and of course coming home again.
- These could then be performed group by group in chronological order to the whole class.

GEOGRAPHY OF SCOTLAND

The Forth and Clyde canal journeys from coast to coast through a range of interesting environments.

By researching the path of the canal in detail, students could complete a more complex and detailed 'Create your own Canal' activity (from The Age of Invention section above) keeping in mind some of the difficulties faced by the navvies and engineers. The section of the Forth & Clyde Canal at Dullatur Bog was the most difficult to build and could be a source for fantastic creative writing projects... *www.waterscape.com/in-your-area/lowlands/places-to-go/149/dullatur-bog*

THE 60'S

Our Oral History ideas can be used for this topic.

PAKISTAN

Pakistan is another country that has used canals for transport and industry. Many were built by the British in the 19th Century.

SUGGESTED TASK

Create classroom canals.

- Research and compare the habitats and history of a Pakistani canal and the Forth & Clyde Canal.
- Divide the classroom in half. One half is a Pakistani canal or river, the other is the Forth & Clyde.
- Decorate each side with appropriate images-posters or 'signs' about the history of the area, plant-life and animals.
- Try to keep everything life sized!

ADVERTISING

SUGGESTED TASK

The Good, the Bad and the Ugly.

- In groups, choose 3 parts of your visit to the canal, or elements of the history of the canal that could be said to be 'Good', 'Bad', and 'Ugly' (e.g. cygnets, vandalism and 'phossy jaw').
- Create an advertisement for each of these things, trying to 'sell' them all as fantastic experiences.
- See if you can trick your classmates when they try to guess which experience falls into each category.

CONSERVATION and PLANET EARTH

The Forth & Clyde canal is a significant wildlife corridor. Nearby Possil Marsh Wildlife Reserve borders on the canal and is a Site of Special Scientific Interest because of the variety of plant-life. It is also a haven for many species of birds and insects. This fully accessible reserve is a wonderful resource.

WWII THE HOME FRONT

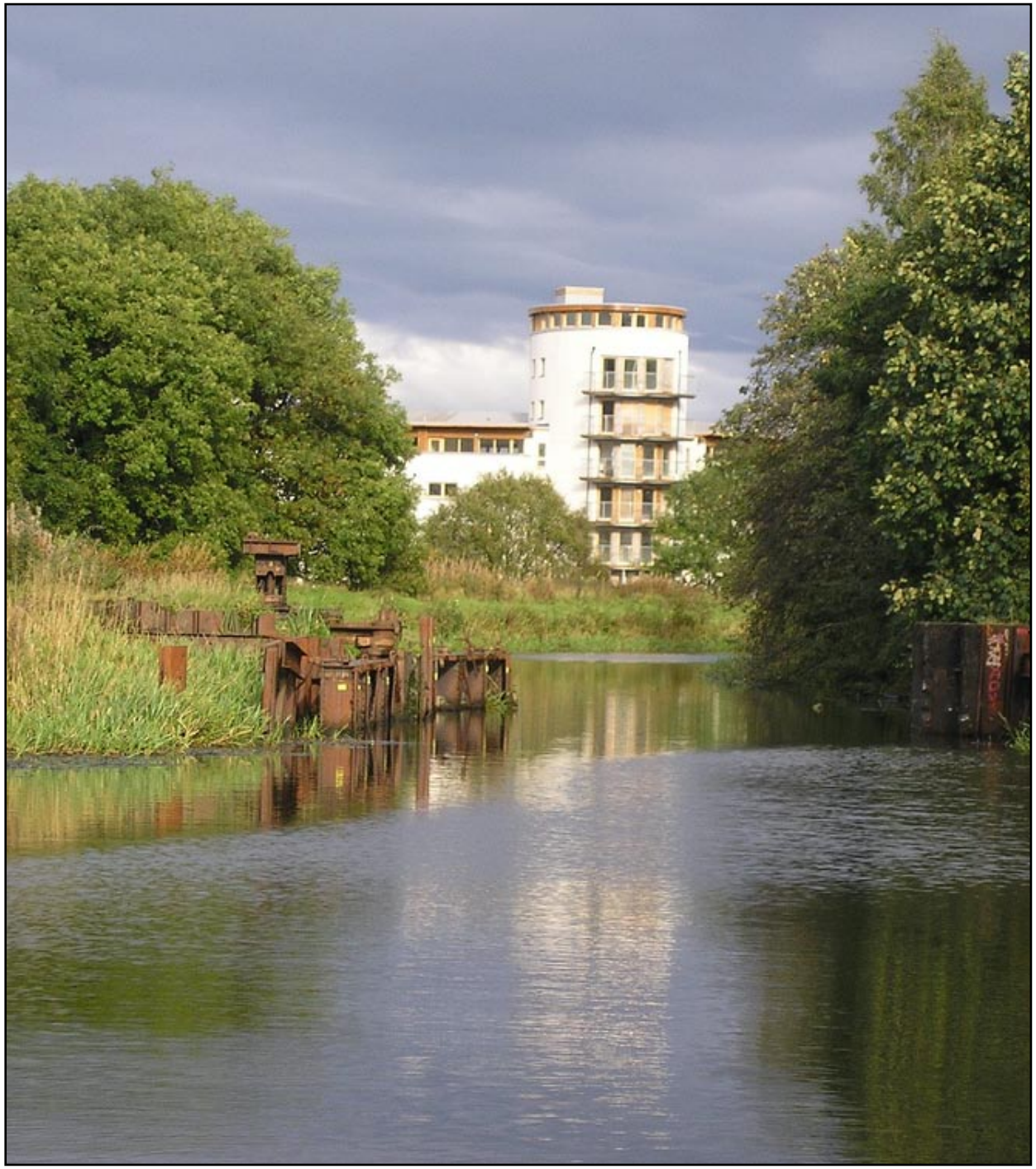
Several of our activity ideas could be used to further explore this topic. Oral history is an obvious starting point, however other ideas such as making rosehip syrup (a favourite amongst children on the home front, sometimes made from rosehips collected for school and sold to factories) can also be used.

SUGGESTED TASK

Write your own play; "The Bombing of Kilmun Street".

Maryhill was bombed during the Second World War. Glasgow has online transcripts of interviews conducted with people who experienced this first hand.

- Use these transcripts as the basis for scripts- either for a full play, monologues, or short scenes to be performed in class. Scenes could also be created based on the Forth & Clyde Canal. The canal was used to build D-Day landing craft day and night, and put out fires when other means failed.
- Find transcripts at - *www.glasgow.gov.uk/en/Residents/Libraries/Collections/Blitz/Maryhill/kilmunstinterviewees.htm*



Links to Online Resources

WATERWAYS & CANALS

www.wow4water.net
This site is a must to visit before going to the canal. It has safety activities, information and animation about bridges, how locks work, a model barge template and many more things to do.

www.waterscape.com
Great information about the canal, events, things to do, etc.

www.rls.org.uk/database/record.php?usi=000-000-001-497-L
This is the Resources for Learning Scotland site with information about and historic photos of the Forth & Clyde canal.

www.forthandclyde.org.uk
Forth & Clyde Canal Society website with history, events, photographs and boats.

www.canals.com/lock2way.gif
Tiny but helpful animation showing how locks work.

WILDLIFE

www.waterscape.com/wildlife
Great information about animals you may see at the canal.

www.glasgow.gov.uk/en/Residents/Parks_Outdoors/Ecology/WildlifeDiary
Up to date information about seasonal wildlife in Glasgow.

www.naturedetectives.org.uk
Many free wildlife resources including minibeast, bird, fruit and seed hunt sheets, leaf matching outlines and more.

www.rspb.org.uk/wildlife/birdidentifier
Features a fantastic bird identifier with information, pictures and sound (where possible). The RSPB kid's site is - *www.rspb.org.uk/youth*

www.wwt.org.uk/game/301/game.html?GameId=5
An online pond dipping game.

www.bbc.co.uk/nature/animals/wildbritain
There are field guides for identifying animal tracks, droppings, trees in winter etc. Going in to the 'look around' section will get handy information about insects, bird calls and more.

www.wildlifewatch.org.uk/funstuff
A good pond dipping site with instructions on how to make your own pond dipping net, your own 'pooter', and a pond dipping guide.

HISTORY

www.theglasgowstory.com
A brilliant online resource with Glasgow images & history.

www.glasgow.gov.uk/en/Residents/Libraries/Collections/Blitz/Maryhill
A moving and detailed site about the Blitz in Glasgow. This is a good place to find out about the bombing of Kilmun St through oral history transcripts, photographs and other primary sources (no sound or moving images).

www.glasgowwestend.co.uk/people/umaryhill.php
An article about the history of Maryhill.

maryhill.eveningtimes.co.uk
Local information, news and history about Maryhill.

www.historic-scotland.gov.uk
The Historic Scotland website.

www.scran.ac.uk
The SCRAN site allows teachers to view images and other media from many Scottish museums. Also accessed via Glow.

www.mitchelllibrary.org
A source of fabulous images of Glasgow.

Links to Online Resources

ART & ARCHITECTURE

www.scottisharchitects.org.uk
This site contains biographies of Scottish architects and information about their buildings. With text only, this site is not pretty, but it is a great way to find out about lesser known buildings.

www.andyscottpublicart.co.uk
Brilliant website for 'BigMan' sculptor Andy Scott.

www.rcahms.gov.uk Royal Commission on the Ancient and Historic Monuments of Scotland site.

www.crmsociety.com
Charles Rennie Mackintosh Society website.

www.mcmarchitects.co.uk
MCM Architect's website showing plans for local redevelopment. If you look in PROJECTS, then "The Timber Basin" or "Residential Development, Sandbank St" you can see examples of what is being built near the canal now.

OTHER

gutenberg.net.au/plusfifty-a-m.html#foulis
The Para Handy/Vital Spark stories are available free online, under the name of Hugh Foulis, the pseudonym of Neil Munro.

www.glasgowmuseums.com
Website for the museums of Glasgow, including Kelvingrove Museum (home of Andy Scott's swordsman sculptures) Scotland Street School Museum (designed by Charles Rennie Mackintosh) and The People's Palace (where a Stephen Adam stained glass window is usually on display).

www.thefalkirkwheel.co.uk
The website for the Falkirk Wheel, an engineering marvel that links the Forth & Clyde and Union canals.

MARYHILL BURGH HALLS

the original home of the 20 Stephen Adams stained glass windows, can be contacted via
Mr Hunter Reid, Maryhill Housing Association, 45 Garrioch Road, Glasgow G20 8RG for education opportunities and possible site visits (the Burgh Halls is being restored and redeveloped, so this will depend on safety issues on site)
hreid@maryhill.org.uk

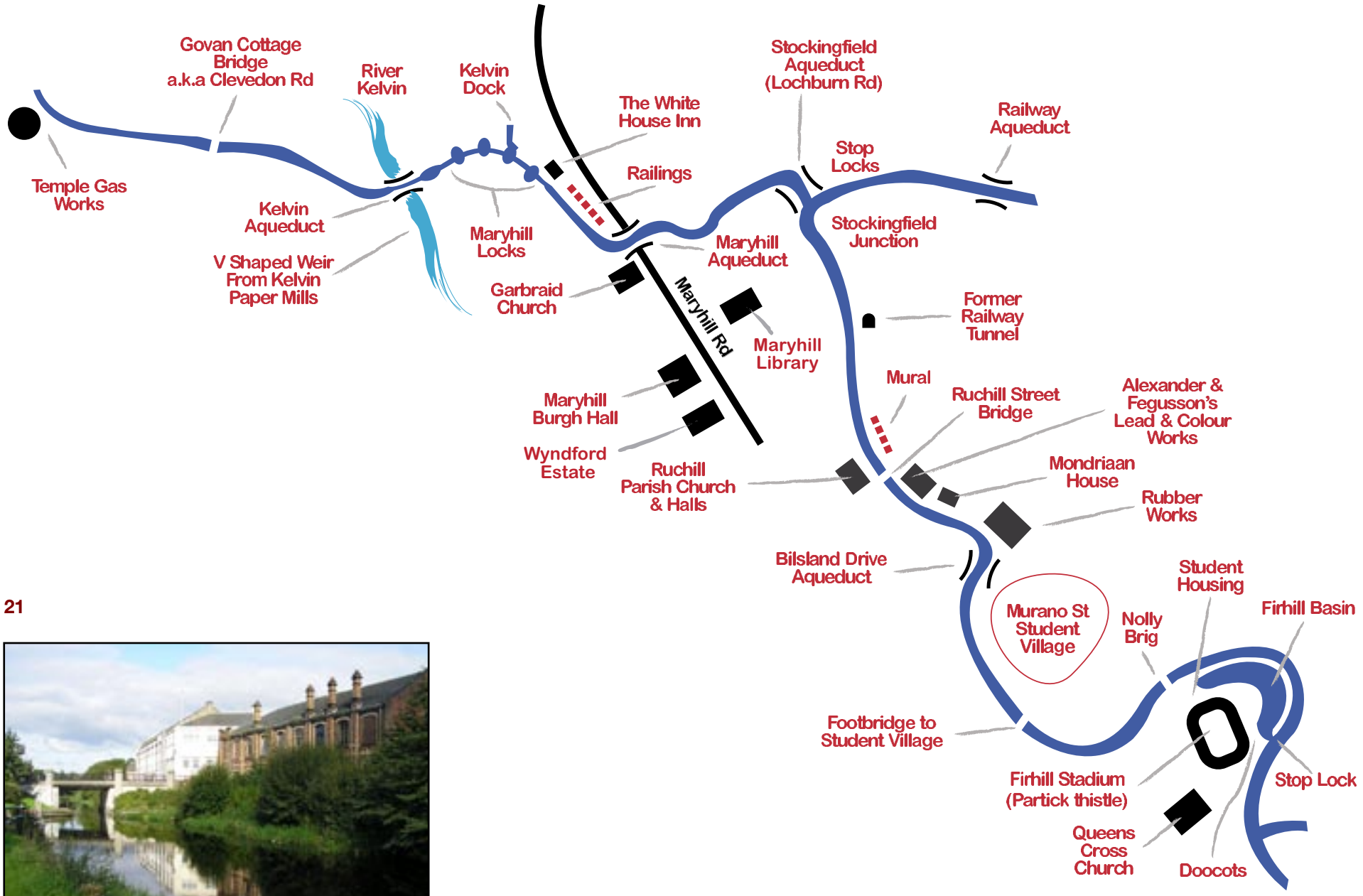
Forth & Clyde Canal Map

1 Temple Gas Holders
2 Cleveden Road Bridge (Govan Cottage Bridge)
3 Kelvin Aqueduct
4 The River Kelvin
5 The weir from Kelvin Paper Mills (V shape in the water)
6 Maryhill Locks
7 Kelvin Dock
8 The White House Inn
9 Garbraid Church
10 Railings by Catherine Rozdoba-Hallows
11 Maryhill Road Aqueduct
12 Maryhill Library
13 Maryhill Burgh Halls
14 Wyndford Estate
15 Stockingfield Junction (the proposed site of the Bigman footbridge by Andy Scott)
16 Stockingfield Aqueduct Lochburn Road Aqueduct)
17 Stockingfield stop lock
18 Spillway (for excess water to be drained away)
19 Ruchill Street Bridge
20 Mural by school children in 1996 (reading "Glasgow our canal our future")
21 Alexander Fergusson & Co Ltd (Glasgow Lead and Colour Works)
22 Ruchill Parish Church & Church Halls
23 Mondriaan houses
24 Former location of Maclellan Rubber works
25 Bilsland Drive Aqueduct
26 Murano Street footbridge
27 Murano Street Student Village
28 Nolly Brig
29 Firhill Basin
30 Student housing
31 Firhill Stadium
32 Queen's Cross Church (Charles Rennie Mackintosh Society)
33 stop lock
34 doocots

2

12

15


Govan Cottage Bridge a.k.a Clevedon Rd
River Kelvin
Kelvin Dock
The White House Inn
Stockingfield Aqueduct (Lochburn Rd)
Railway Aqueduct
Temple Gas Works
Kelvin Aqueduct
V Shaped Weir From Kelvin Paper Mills
Maryhill Locks
Railings
Stop Locks
Stockingfield Junction
Maryhill Aqueduct
Garbraid Church
Maryhill Rd
Former Railway Tunnel
Maryhill Library
Mural
Maryhill Burgh Hall
Ruchill Street Bridge
Alexander & Fegusson's Lead & Colour Works
Wyndford Estate
Ruchill Parish Church & Halls
Mondriaan House
Rubber Works
Bilsland Drive Aqueduct
Student Housing
Murano St Student Village
Nolly Brig
Firhill Basin
Footbridge to Student Village
Firhill Stadium (Partick thistle)
Stop Lock
Queens Cross Church
Doocots

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Themed Tours of the Forth & Clyde Canal

Before visiting the Canal, please ensure that all children have had a thorough preparation. An understanding of the safety requirements of being near a canal is absolutely vital. You may find it useful to bring the Canal Site Information Pages with you for more detail.

NATURE

There is an abundance of wildlife alongside and in the Forth & Clyde Canal. A canal is a unique environment, with several habitats nestled closely together. These habitats stretch across the lowlands of Scotland providing a wildlife corridor for many different species.

WHERE TO GO

Whilst any section of the canal will be rich pickings for a nature-lover, the Kelvin River valley at the Kelvin Aqueduct or much of the area between Stockingfield Junction and Firhill Basin (or part thereof) have quiet areas where nature dominates.

WHAT TO LOOK FOR

Dragonflies, damselflies, bumblebees, butterflies, toads, frogs, grass snakes, terrapins, moorhens, coots, swans, mallards, herons, kingfishers, cormorants, water voles, minks, foxes, otters, badgers, bats, nettles, dogrose, water lily, duckweed, reed sweet grass, iris, water cress, brambles, hawthorn and more.

WHAT TO DO

- Go minibeast spotting- record sightings along the canal and then count and sort them in the classroom. Make your own pooter and carefully catch (and release) small bugs.
- Take the Birdsong Tour (see activities)
- Discover nature's kitchen- find brambles, rosehips, water cress or nettles (all used in cooking or herbal tea) and research other uses for plants you might find (such as valerian for relaxation, rosehips for vitamin C, etc)
- Spot the invaders like Japanese knotweed, Himalayan balsam, water fern, ruffe and mink.
- Try pond dipping; carefully gathering, recording and sorting your finds
- Do a wildlife survey and let nature/wildlife/ waterways organisations know about your findings
- Find the habitats - animals can live in the hedgerow, along the towpath or grassy verges, in the water, at the water's edge, in scrub and woodland, and on man-made structures. Spot species and record them- who lives where?
- Try something right for the season- finding tracks in the snow, identifying plants through their berries, flowers or bark, watching butterflies, looking for baby animals, etc

ART & ARCHITECTURE

WHERE TO GO

Between the railings at Maryhill Road (near the Maryhill locks) and the Mondriaan houses just after Ruchill Bridge. If you are interested, you may want to start on Maryhill Road at Wyndford Estate, traveling past the historic Maryhill Library and Maryhill Burgh Halls (currently being redeveloped) and under the Maryhill Aqueduct to access the canal.

WHAT TO LOOK FOR

The railings by Rozdoba-Hallows, Garbraid Church, Stockingfield Junction (proposed site of the BigMan footbridge), Ruchill Parish Church and Church Halls (by Charles Rennie Mackintosh), Ruchill Street Bridge, Mondriaan Houses, Wyndford Estate (visible from a distance as well as from Maryhill Road), inspiring sights from nature, glorious reflections on the water, etc

WHAT TO DO

- Sketch, photograph, record
- Write a visual poem (also known as 'concrete poetry') based on your experiences
- Find out more about Mondriaan. Cut out coloured paper and compose an abstract artwork to express your feelings about the canal, influenced by Mondriaan's style.
- Enjoy reflections. Investigate artists who have used reflections in their work (like Monet). Create your own artwork.
- Look at the way Charles Rennie Mackintosh took nature and stylised it into elegant line and shape (such as the Glasgow Rose). Find a canal plant you are interested in, draw and/or photograph it. Find out about it. Try to simplify its shape into flowing lines like Mackintosh. Create a design. Try making a print of your design (lino block or even potato printing could work). What could you use this design for? (cards, postcard, a booklet with plant information, etc)

ENGINEERING & INDUSTRY

WHERE TO GO

Start at Cleveden Road Bridge or the Kelvin Aqueduct. Go at least as far as Maryhill Road Aqueduct. If possible, go as far as Ruchill Street Bridge.

WHAT TO LOOK FOR

The Kelvin Aqueduct, Maryhill Locks, Kelvin Dock, Maryhill Road Aqueduct, any of the canal bridges, Alexander Fergusson & Co, traces of the industrial past (railway tracks, wharves, etc)

WHAT TO DO

- Imagine how you would go about building the canal. How would you construct bridges and aqueducts? How would you gently lower boats from one level to another?
- Write down questions that occur to you during your visit. Then find out the answers!
- At Stockingfield Junction, work out how a horse-drawn barge (and horse!) could come from Grangemouth and get to the Maryhill Locks using the towpath. (there was a floating bridge at the junction!)
- Plan your own bridge.
- Visualise the busy industries that once used the canals.Look at the Stephen Adams windows and picture the scrub and woodland on the opposite bank filled with factories and foundries.
- Play 'Make a Machine'- One person starts out by doing an action and making a sound and repeating it like a robot.Then another person comes in and joins them, doing a different sound and action that links in somehow. One by one, the whole class joins in until they are one huge noisy machine.The last person gets to look at the bizarre human machine and decide what on earth it could be making (the stranger the better!) This could be done in two groups, so that half the class 'constructs', then they can swap. The other group decides what the peculiar machine could be for...

MAKE A MACHINE

The Maryhill Canal Classroom

CLEVEDEN ROAD BRIDGE

DATE CONSTRUCTED - 1999>2000

ARCHITECT OR ENGINEER

Designed by Babtie Group, with engineering by Morrison Construction as a part of the Millenium Link project.

WHAT IS IT FOR?

Carrying traffic on Cleveden Road over the canal.

HISTORY

Before this modern bridge was built, there was a smaller bascule bridge here called Govan Cottage bridge. It was named after a nearby building that was knocked down long ago.

In 1932 the old Govan Cottage bridge broke.
A loaded steam wagon was too heavy for it.
The wagon got stuck on the damaged bridge.
Neither the bridge nor the wagon actually fell in the canal, and both had to be carefully removed and taken away to get fixed. The repaired bridge was in use until the canal was closed down in 1963.
After the canal was closed, a corrugated metal tube was put in. This tube was an 'Armco' culvert and took the canal water under the roadway when the bridge was removed.

In 2000 the Armco culvert had to be taken away to allow the building of the new bridge. This was a part of the 'Millenium Link' project which finally re-opened the Forth & Clyde canal.

OTHER POINTS OF INTEREST

You get a very good view of the Temple Gas Holders from this bridge. These huge towers were built in 1892/93 and 1900 for the 'Partick, Hillhead and Maryhill Gas Company'.to hold gas and help make sure that the gas pipes operated at a safe pressure. Between this bridge and the Kelvin Aqueduct you may be able to find traces of a disused railway line. There used to be a tramway going from this bridge using horse-drawn trams to cart loads of coal from nearby pits.

OTHER THINGS TO FIND OUT

- What is a 'bascule bridge'?
- How does it work?

WHAT DO YOU THINK?

- What do you like about the design of this bridge?
- Why do you think the designers chose to use patterns in the concrete?
- How do you think the bridge could be protected from vandalism?

KELVIN AQUEDUCT

DATE CONSTRUCTED - 1787>1790

ENGINEER
Robert Whitworth, working with contractors Gibb & Moir

WHAT IS IT FOR?
Carrying the canal over the river Kelvin and its valley.

HISTORY
The foundation stone for the Kelvin Aqueduct was laid on 15th June 1787 and work began. During construction of the aqueduct, workers used stone from Possil Quarry (near Lambhill Bridge) and lime from Netherwood (west of Wyndford Lock). When it opened, Kelvin Aqueduct was the biggest in Britain. It was expected to cost £6,200 but ended up costing £8,500!

The new Kelvin Aqueduct was an impressive sight and visitors flocked to see it. This included about a thousand people who came on the 1st April 1790. They had seen posters around Glasgow announcing that the aqueduct would be completed and let into the locks while spectators stood on a special viewing platform. Unfortunately for the thousand people who turned up, this was an April Fool's joke- it was nearly 4 months before the real opening on 28th July 1790.

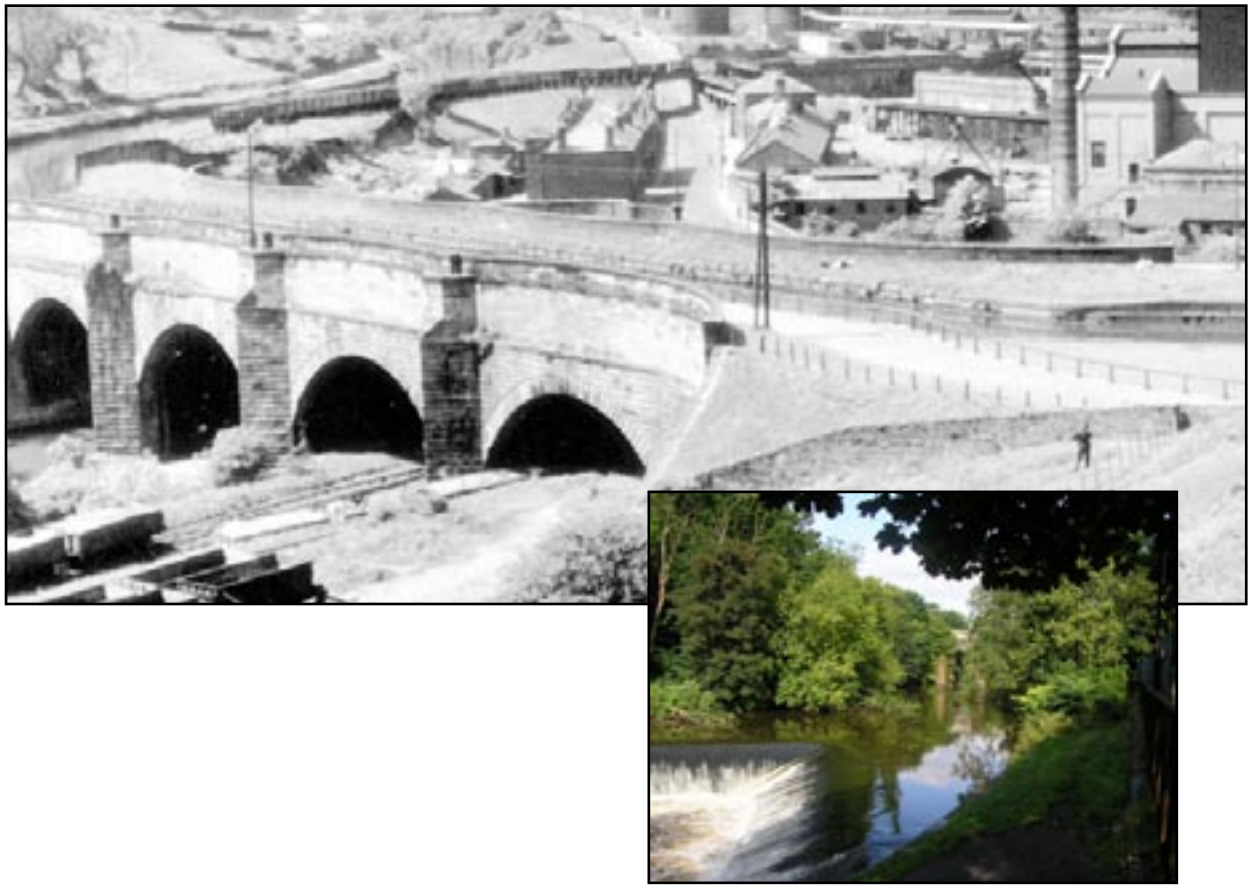
OTHER POINTS OF INTEREST
The aqueduct has 4 massive stone arches, each 15 metres long. It has four piers but only one of them is in the river itself. It is 122 metres (400 feet) long.

There used to be a railway that used the northern arch of the aqueduct. The first Maryhill Station was opened here in 1894 and closed in 1959/60. You can no longer see any trace of the railway at all.

OTHER THINGS TO FIND OUT
- Can you find some other famous aqueducts?
- How do they compare with this one?

WHAT DO YOU THINK?
The Kelvin Aqueduct is listed as a scheduled ancient monument.

- What sorts of things do you think should be scheduled ancient monuments?
- How can you judge what is important enough to be protected?
- How can you protect important buildings from changes in fashion? Should you?



MARYHILL LOCKS

DATE CONSTRUCTED - 1787>1790

ENGINEER
Robert Whitworth.

WHAT IS IT FOR?
Raising and lowering boats so that they can travel along the Forth & Clyde Canal in either direction.

HISTORY
Building the canal started again in 1785 after an 8 year break (due to running out of money). The locks at Maryhill were an important part of the new section. They were designed to be big enough to allow larger boats entrance which meant that ship builders could move into the area.

The land around the locks was crowded with industry. This included a spelter works. Spelter is a mixture of copper and zinc that was used to join other metals together in the 1800's. It could also be used to make ornamental statues. Kelvindock Chemical works was another important business. It was located near locks 21 and 22 and but closed in the early 1900's.

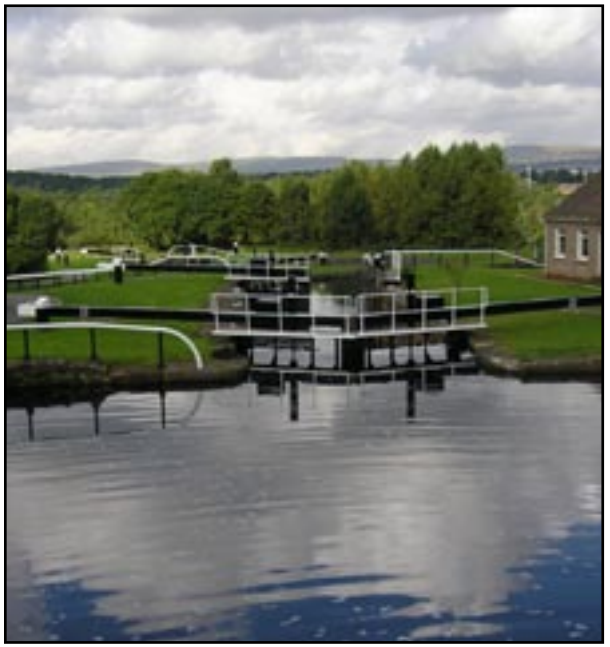
Local children were often allowed to help the crews of boats using the locks. In return they might be lucky enough to get a one-way ride along the canal. In 1963 the canal was closed to all navigation- no more barges, scows or puffers could make the journey up or down the locks. However, the locks were repaired and re-opened on 25th June 1988. This marked the beginning of a plan to reopen the canal to navigation which finally happened in 2001 as a part of the Millenium Link project.

OTHER POINTS OF INTEREST
These locks are numbered 21 – 25 on the canal. The cottage at lock 22 is most likely an original canal building. There is a 12 metre lowering of the canal between the highest and lowest lock at this point. A group of locks is called a 'flight'

OTHER THINGS TO FIND OUT
- How do locks work?
- Why are they necessary in a canal like this one?
- What would happen without locks?

WHAT DO YOU THINK?
One of the ideas for bringing new visitors to this part of the canal is to have an adventure canoeing centre.

- What do you think about this idea?
- How would you attract new visitors without upsetting local people or the wildlife?



KELVIN DOCK

The dry dock and slipway of Kelvin Dock are located on the north side of the basin between locks 22 and 23.

DATE CONSTRUCTED - 1789

ENGINEER
Robert Whitworth

WHAT IS IT FOR?
Building and repairing boats

HISTORY
This boatyard opened with the canal and was originally owned by the Canal Company. The most well-known firm to run the boatyard was the Swan family (David Swan was Maryhill's first provost). They owned Swan's Boatyard at Kelvin Dock from 1837 – 1893. During this time, they built iron vessels in parts and sent them down the canal to Bowling for assembly. The first ever puffer "The Glasgow" was built here in 1857. Little cargo boats like 'the Glasgow' traded along the canals and around the towns and villages of the west of Scotland for many years.

In the early 1900's, Kelvin Dock shipyard was in decline. When World War II broke out in 1939 it was revived for a while to build landing craft for the Royal Navy. A roof was put up so that the dock could work night and day. The site was run by McNicoll Bros, Shipbuilders and Repairers from 1922 until 1949.

OTHER POINTS OF INTEREST
This is a 'graving' or 'dry' dock. It is 44 metres long, 12 metres wide at the top and 9 metres wide at the bottom. It had lock gates that could be closed and a system of tunnels and sluices that could empty the water out whilst a ship was carefully supported on blocks. This made it easier to repair and maintain boats. There were three ship building berths; one was for launching boats sideways, the other two were for stern-first launches.

OTHER THINGS TO FIND OUT
- Can you find out about Neil Munro's stories about life on a puffer – known as the Para Handy tales?

WHAT DO YOU THINK?
Glasgow was famous for it's ship building but the industry declined in the 1900's.

- Do you think this is a good thing or a bad thing? Why?
- What sort of jobs do people commonly do in Glasgow now?
- Which would you prefer to do?

WHITE HOUSE INN

DATE CONSTRUCTED - Probably in the middle of the 1800's

ARCHITECT
unknown. Built for Andrew Walker of Bonville as a grocery and public house

WHAT IS IT FOR?
Originally the White House Inn was for selling groceries and alcohol - particularly to passing boatmen on the canal.

HISTORY
There has been a pub on this site since before the Forth & Clyde Canal was finished in 1790. This would have served drinks to the people who built the canal, construction workers, and those who worked in the nearby coal wharf. When the current building was painted white it became known as the Whitehouse and became a local landmark.

The White House Inn is now part of plans to revitalise the Valley and Botany ('Butney') areas of Maryhill. It may become a place to hire canoes and cycles, show displays about the canal or regeneration plans, or host meetings and educational opportunities. Whatever happens to the building, it will remain as an important landmark for Maryhill locals and future visitors to the Forth & Clyde canal.

OTHER POINTS OF INTEREST
By the 1820's, some people were becoming very worried about the bad effects of alcohol. This was particularly noticeable in places like the White House Inn that sold strong spirits to locals, visiting navvies and boatmen. There are stories of a priest who used to beat drunk people with a shileileigh until they left the pub.

In 1824, the world's first 'Temperance Society' was formed in Maryhill by John Dunlop. Temperance Societies tried to discourage heavy drinking by asking members to sign pledges saying they would not drink spirits (or not drink at all). They also provided alcohol-free entertainment such as music concerts and fun activities for children.

OTHER THINGS TO FIND OUT
- Why is there an area called 'Botany' (or 'The Butney') in Maryhill?
- Where is 'Botany Bay'?

WHAT DO YOU THINK?
- How would you use the White House Inn building in a way that encourages people to use the canal and respects the history of the area?

MARYHILL ROAD AQUEDUCT – THE 'PEN BRIDGE'

DATE CONSTRUCTED - 1881>1882

ENGINEER
Unknown

WHAT IS IT FOR?
Allowing traffic on Maryhill Rd to go under the canal.

HISTORY
The original aqueduct on Maryhill Road was built in 1784-85 by engineer Robert Whitworth. It was known as the Pen Bridge. This old structure was too small for the growing needs of the population of Maryhill. Water pipes could not be laid, and it limited the tramway system. In 1881 a new aqueduct was built – the one you can see running over Maryhill Road now. The new aqueduct was big enough to allow a double-horse tram line.

Building these aqueducts caused many problems. When the first aqueduct was built, noone knew how to build a skew bridge. This meant that the whole of Maryhill Road had to be rearranged so that it went straight through the arch. When the second aqueduct was built, it was constructed to the side of the original aqueduct. The canal was altered so that there was a sharper S bend (which makes it more difficult for boats to navigate).

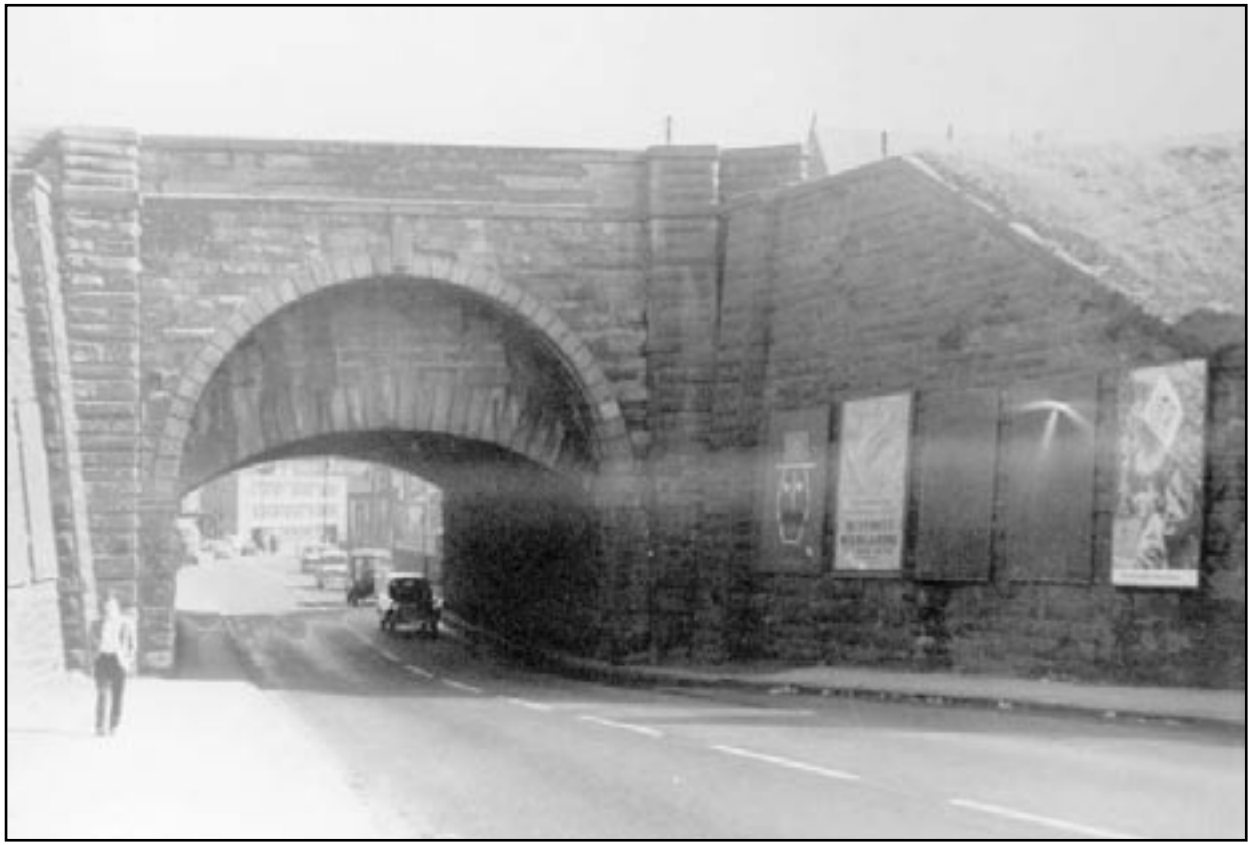
There is also a story that the banks burst in April 1882 during construction work, and the local Police chief had to organise the situation by standing on an upturned kitchen table in the middle of the road!

OTHER POINTS OF INTEREST
The aqueduct has a heavy arch to carry the canal itself, with lighter semicircular arches on each side for the tow path. This is similar to the kind of bridge designed by Thomas Telford who called the lighter arches 'ascentitious' arches.

From the aqueduct you get a good view of Maryhill United Presbyterian Church, opened in 1859. They received £400 compensation when the new aqueduct was built because they lost some of their land. The church's name was changed to Garbraid in 1900.

OTHER THINGS TO FIND OUT
- Can you find out about the kind of trams that might have gone under the aqueduct?
- How have they changed over the years?
- What kind of transport might you see using Maryhill Road today?
- Can you find any old images of trams on Maryhill Road?

WHAT DO YOU THINK?
People traveling down Maryhill Rd often don't realise the importance of the canal running above their heads.
- How could you let them know?
- What would you design to explain it to them or intrigue them?



STOCKINGFIELD JUNCTION

DATE CONSTRUCTED - In 1775 the canal reached Stockingfield and in 1777 the branch to Hamilton Hill was opened. In 1784 the branch heading towards Bowling was started.

ENGINEERS

John Smeaton, assisted by Robert Mackell and then Robert Whitworth.

WHAT IS IT?

Stockingfield Junction is where several branches of the canal join up.

HISTORY

The building of the Forth & Clyde canal started in the east in 1768. Work stopped in 1775 because money ran out. The canal ran only as far as Stockingfield. New warehouses and a basin were created at Stockingfield to take advantage of the canal.

Merchants in Glasgow raised more money to take the canal to Hamilton Hill. This branch was completed in 1777. Now businesses in Glasgow could use the canal to take goods all the way to the east coast. Merchants in Edinburgh were annoyed – they could not get their goods through to the west coast because the canal did not go that far!

In 1785 Edinburgh merchants got a loan from parliament to continue work on the canal. The money came from seized Jacobite estates. They hired Robert Whitworth to be in charge of the rest of the building of the canal. The canal was finished in 1790.

OTHER POINTS OF INTEREST

There was a shipwreck near here in 1897. 'Caesar' sprung a leak and sank. It was on its way to Ruchill loaded with pig-iron.

A stop lock was put in during World War 2. A stop lock is a way of stopping the flow of water along the canal should something go wrong (for example, a bomb collapsing an aqueduct or wall.) You can still see the remains of the stop lock in the distance.

OTHER THINGS TO FIND OUT

Can you find out about the bombing of Maryhill in 1941 (Kilmun Street)?

WHAT DO YOU THINK?

A floating bridge at Stockingfield used to let horses cross the main canal line without having to go under Lochburn Road Aqueduct. There is a new idea for building a footbridge here for pedestrians- it looks like a giant metal man pulling up a bridge.

- What do you think should be here? Why?

ALEXANDER, FERGUSSON & Co Ltd

DATE CONSTRUCTED - 1874

ARCHITECT
Unknown. Built for Alexander, Fergusson & Co's Glasgow Lead and Colour Works. Later buildings and alterations were made by Lancelot Hugh Ross (in 1920, 1923-31 and 1940) and Thomas Smith Cordiner in 1949.

WHAT IS IT FOR?
Used as offices for the paint works.

HISTORY
This whole area was one of heavy industry until fairly recently. The paint works operated from 1882 – 1988 and was demolished. This office building is all that is left of the company and is now unused. It is the last surviving industrial building on this section of the canal. Alexander, Fergusson & Co Ltd made sheet lead and lead pipe as well as paint and varnish.

Bryant and May opened a large match making factory in 1918 just to the west of Alexander Fergusson's. They made Scottish Bluebell matches until 1981. You can just see traces of a mural painted by school children in the 1990's on the canal-side wall. This factory was known as a good employer who even provided sports facilities for the workers, including a quoits pitch for men and a see-saw and hockey pitch for the women.

Businesses in the immediate area around Alexander, Fergusson & Co Ltd included the Ruchill Iron Works, MacLellan's Rubber works (to the east) and the Maryhill Foundry. As you can imagine, the canal could get extremely polluted from all the chemicals used in the various manufacturing industries nearby.

OTHER POINTS OF INTEREST
There were serious health risks involved in working here. Alexander, Fergusson & Co was visited in 1894 by a parliamentary committee looking at the dangers of lead to workers (lead is poisonous). Bryant & May had their own staff dental surgery to try and prevent 'phosphorus necrosis' which rotted away the jaw bone. This was a result of the yellow phosphorus fumes common in the match making industry.

OTHER THINGS TO FIND OUT
Can you discover anything about the Ruchill St Bridge (also known as 'Jean's Brig'). Why did the designers choose this particular style of decoration?

WHAT DO YOU THINK?
- What do you think should happen to the last industrial building on the canal at Maryhill? Why?

RUCHILL PARISH CHURCH and CHURCH HALLS

DATE CONSTRUCTED - The main church building was built in 1903 -05 as 'Ruchill Street United Free Church'. The church halls ('Westbourne Free Church Mission Halls') were built in 1899.

ARCHITECT/S

Neil Campell Duff (church) and Charles Rennie Mackintosh for firm Honeyman & Keppie (halls)

WHAT IS IT FOR?

The church is a place of Christian worship and the church halls are used for meetings, community events and now a tea room and crèche.

HISTORY

Famous Glasgow architect, artist and designer Charles Rennie Mackintosh designed the Church Halls and janitor's house around a courtyard before the church itself was built. This two storey sandstone building shows many features of his Art Nouveau style. You can see his use of flowing lines in the stonework. He often created buildings that were asymmetrical and very modern for their time. Perhaps this is why he did not get asked to design the church- the full reason is still unknown.

Four years after the halls were built, work started on the church itself. This church was built in a more traditional 'Gothic' style, but still features some Art Nouveau windows. It was constructed using red Locharbriggs stone by architect Neil C. Duff.

In 1973 – 1974 restoration was carried out on the church buildings by architect Robin Haddow with Jack Holmes and Partners. More recently, a tea room has opened up in part of the church halls. This serves food and drink at reasonable prices to both tourists and locals.

OTHER POINTS OF INTEREST

Charles Rennie Mackintosh (1868-1928) is Scotland's most famous architect. He married Margaret Macdonald, another artist who studied at the Glasgow School of Art. Her artwork recently set a new record for price at auction when a gesso painting reached 1.7 million pounds in 2008, the highest price ever received for a Scottish artwork. His design style influenced artists all over Europe.

Nearby Ruchill Street Bridge was built in 1990, replacing an earlier bridge- the only one on this canal run by a woman. Mrs Wardle was the bridge keeper for more than 20 years from 1925.

OTHER THINGS TO FIND OUT

- what does 'Art Nouveau' mean?
- What is 'asymmetry'?
- What else did Charles Rennie Mackintosh design?

WHAT DO YOU THINK?

- What is your favourite Charles Rennie Mackintosh building, painting or piece of furniture? Why? What do you like about his designs?

MONDRIAAN HOUSES

DATE CONSTRUCTED - 2007

ARCHITECT
Architectural firm Holmes Partnership

WHAT IS IT FOR?
Built for Bellway Homes as a mixed development including both flats and townhouses for people to live in. From the canal you can see 2 and 3 storey townhouses- just a part of the whole complex.

HISTORY
The site of Mondriaan Houses used to be very industrial, with businesses like MacLellan's Rubber works and metal, cyanide, and oil works all in the area. Once the businesses stopped and the canal had closed to navigation, it became quite green and overgrown. The Mondriaan development aimed to restore life to this little-used part of the canal. It was inspired by other European cities that have used waterside locations to transform neglected areas.

The Mondriaan Houses were built on brownfield land. Brownfield land is land that has previously been developed (usually for industrial purposes) and may be contaminated. It often means that developers must carefully get rid of any dangerous levels of toxins in the soil or groundwater before being allowed to build.

The same architects (Holmes Partnership) are hoping to build more homes in nearby Shuna Street.

OTHER POINTS OF INTEREST
Mondriaan Houses cost £8 million to build and won the 2008 Homes for Scotland Quality Awards for large urban developments. Judges were impressed and thought "that the development had created a radical new place"

According to their website, "The Holmes design ethic is modernism with enduring quality, informed by sustainability and delivered with style."

OTHER THINGS TO FIND OUT
- Can you research the artist Piet Mondrian?
- What were his paintings like?

WHAT DO YOU THINK?
The government is trying to encourage people to build on 'brownfield' land. Because builders have to remove dangerous contamination, this can be quite expensive.
- What do you think are the benefits of building on brownfield land?
- Is it worth the cost?

MURANO STREET FOOTBRIDGE

DATE CONSTRUCTED - Late 1980's – early 1990's

ENGINEER OR DESIGNER
Unknown

WHAT IS IT FOR?
a footbridge allowing students living at the "Murano Street Student Village" (designed by Ian Burke Associates in 1992-94) to cross the canal and get to the University of Glasgow.

HISTORY
This footbridge was built for students living at the Murano Street Student Village which was completed in 1992. It houses 1,173 students each year as well as security, management and warden teams. All flats are non-smoking and give each student their own single study bedroom.

Previously, the area between Murano Street and the canal was Glasgow's main location for glass works. The student village was built on the site of Chance's glass works and is next to what used to be the Firhill Glass Bottle works. You might be able to see the remains of a jetty on the other side of the canal which was used for Chance's glass works. The Caledonia Works produced bottles and jars, and the Glasgow Works manufactured plate glass. In fact, Murano street was named after Murano Island in Venice, a place famous for glass-making.

OTHER POINTS OF INTEREST
There are several things to look for as you walk around this area of the canal... The stone ledge by the canal is called the 'kicking edge' and was designed to stop canal horses straying too close to the edge. This is unique in Britain.

Can you find a spot with a view over Maryhill Road? This was probably the site of the 'smuggler's cairn'. Some smugglers were moving liquor that had been made illegally when they were stopped by excise men. There was a struggle and one smuggler was killed. As many of the locals were on the side of the smugglers, they built a remembrance cairn which was only removed in the 1950's.

OTHER THINGS TO FIND OUT
- How is glass made?
- How are bottles made?
- Can you find an example of glassware made in Murano?

WHAT DO YOU THINK?
This area used to be bustling with factories and businesses, but it has changed dramatically. What would you prefer to see here? Why? What do you think would be best for the people of Maryhill, Firhill and Ruchill?

FIRHILL BASIN

DATE CONSTRUCTED - 1788

ENGINEER
Unknown

WHAT IS IT FOR?
Originally it was a timber basin for storing logs.

HISTORY
The building of the Forth & Clyde Canal made it easier to transport Baltic timber to Glasgow. By 1788, so much timber was coming into Glasgow that they had to build the Firhill Basin. Another was dug out in 1844. Because of these new timber basins, sawmills started springing up on the banks of the canal nearby.

In the next century, steam power made saw-milling even more productive. Ruchill sawmill was opened in 1885 and Firhill Sawmill was opened in 1893. Both of these were steam-powered. In 1908 there was a big, deliberately lit fire at the Western Sawmill of Firhill.

After World War I there was a decline in trade along the canal. During World War II, a 'stop lock' was built at Firhill to stop the flow of water if the canal was bombed. It couldn't stop the closing of the canal in the 1960's. During this time Firhill Bridge (now 'Nolly Brig') was culverted (changed so that the canal went through a small tunnel, instead of under a bridge that could open to let boats past).

OTHER POINTS OF INTEREST
The towpath originally went over bridges so that boats could continue down the canal using the bridges and 'island'. You can see the remains of a bridge that went over the entrance to the timber basin. These bridges didn't need to be very high, or able to open because only timber went into the basin, no tall powered boats. People who walked their dogs nearby had to be very careful. Dogs sometimes slipped between huge floating logs and had to be rescued from the basin.

The Nolly Brig was built in 1990, inspired by the design of Charles Rennie Mackintosh. The bascule bridge that stood on this site before was known by many names including Roughhill East, Napiershall, Firhill, Jock's Brig and the Nolly Brig. 'Jock's Brig' was named after Jock Young ('Jock the Briggie') who was the bridge keeper. Nolly is another word for canal.

OTHER THINGS TO FIND OUT
- Can you see the pigeon lofts or 'doocots'?
- What were they for?
- Why were they built?

WHAT DO YOU THINK?
The students flats at Firhill Basin have been designed with a 'wave' shaped skyline- some people think that this would make more sense by the sea or a river, not on a man-made canal.
- What do you think?
- What would you have designed?

FIRHILL STADIUM

DATE CONSTRUCTED - the ground opened in 1909, with major work taking place in 1927 and 1995.

ARCHITECT/ENGINEER
various, including Barr Ltd (1995)

WHAT IS IT FOR?
Firhill Stadium is the home ground for Partick Thistle Football Club and has been the home for Glasgow Warriors (Rugby Union) since 2005

HISTORY
The stadium was opened in 1909 and became the home ground for Partick Thistle FC. They first played there in the 1909/1910 season.

A two tiered grandstand was built in 1927 and is still there today. This is the oldest remaining part of the stadium. Another stand was built in 1995 after the Taylor Report on ground safety. This stand was extended during the next close season at a cost of £0.8 million. It replaced terracing on the northern side and was named the 'Jackie Husband Stand' after a famous footballer from the 1940's.
The highest ever attendance at Firhill stadium was in 1922. This was for a Partick-Thistle versus Rangers game. 49,838 people came to watch! At other times, local supporters used to watch from the canal.
This is now difficult as you can't see into the stadium any more.
In 2005, the Glasgow Warriers Rugby Union team started using Partick Stadium as their home ground. This is meant to be temporary. The stadium now has a capacity of 10,887 people.

OTHER POINTS OF INTEREST
Partick Thistle Football Club was founded 33 years before the stadium was built. In this time they played in many stadiums. Originally they played at Muir Park in Partick. They also played on the banks of the Clyde at Meadowside, at Inchview Park at Whiteinch, Jordanvale, Muirpark and even on a site right near the current location of Kelvingrove Museum and Art Gallery (Overnewton Park).

Historic highlights for Partick Thistle include winning the Scottish Cup in 1921 (1-0 v Rangers) and the Scottish League Cup in 1971 (4-1 v Celtic).

OTHER THINGS TO FIND OUT
- What can you find out about the current Partick Thistle football team?

WHAT DO YOU THINK?
- At the moment, not many people who use the stadium come to the canal as well. Can you think of a good, safe way to encourage them?

WYNDFORD ESTATE

DATE CONSTRUCTED - 1961>1969

ARCHITECT/ENGINEER
Harold Buteux for Scottish Special Housing Assoc.

WHAT IS IT FOR?
Housing (there are 1,910 properties within the estate)

HISTORY
This site was a part of the Garrioch Estate until it was bought by the government in 1869. Although Maryhill was not a part of Glasgow City at that time (Maryhill was an independent burgh) Glasgow's new military barracks was built here in 1872 and expanded in 1876.

Maryhill Barracks was huge. It could house an infantry regiment, a cavalry squadron and one battery of field artillery. It had parade grounds, exercise grounds, stables and quarters for sick horses, a chapel, a hospital and a prison block. The barracks had a big impact on the local area. Hundreds of soldiers lived here at any one time and the Elephant and Bugle emblems of the Highland Light Infantry (based here from 1920) could be seen in local pubs.

Soldiers of the Highland Light Infantry were heavily involved in World War I and World War II. The barracks itself was involved in an important event in World War II. In May 1941 Rudolf Hess, the Deputy Führer, flew to Scotland. He bailed out of his plane (a twin-engined Bf 110 fighter-bomber) near Eaglesham. He was arrested and claimed to be on a peace mission for Adolph Hitler. He spent a large part of the war as a prisoner at Maryhill Barracks before being tried at Nuremberg in 1946.

The Barracks were decommissioned in the early 1960s and Wyndford Housing Scheme was built. This housing estate includes four 26 storey tower blocks (600 flats), five 14 storey tower blocks (280 flats), seven 8 storey point blocks (231 flats) and one 9 storey deck access block (52 properties) as well as maisonettes, sheltered flats and 112 flats at Collina Street. The development won the 1968 Saltire Society Award for Good Design.

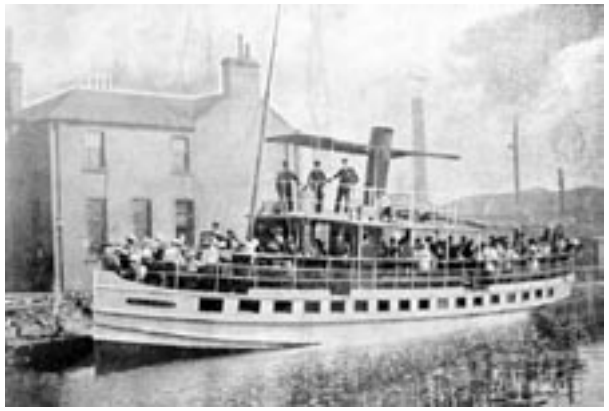
OTHER POINTS OF INTEREST
The wall of Maryhill Barracks still runs around most of Wyndford. The original barracks gatehouse is near the main Maryhill Rd entrance. Opposite the estate at 1226 – 1236 Maryhill Rd, there was a soldiers home called the Wyndford Club. These buildings were built in three stages between 1892 – 1899 by architects Malcolm Stark and Fred Rowntree.

OTHER THINGS TO FIND OUT
- Can you find out about the Highland Light Infantry?
- What battles were they involved in?

WHAT DO YOU THINK?
The Saltire Society says that "a well designed housing... project will acknowledge its situation, be fit for purpose...adaptable, sustainable in the widest sense and, last but not least, bring delight to its users and enhance the quality of their lives"
- What do these things mean to you?
- How do you think the Wyndford Estate fits in with this?
- How do you think your school fits in with this?

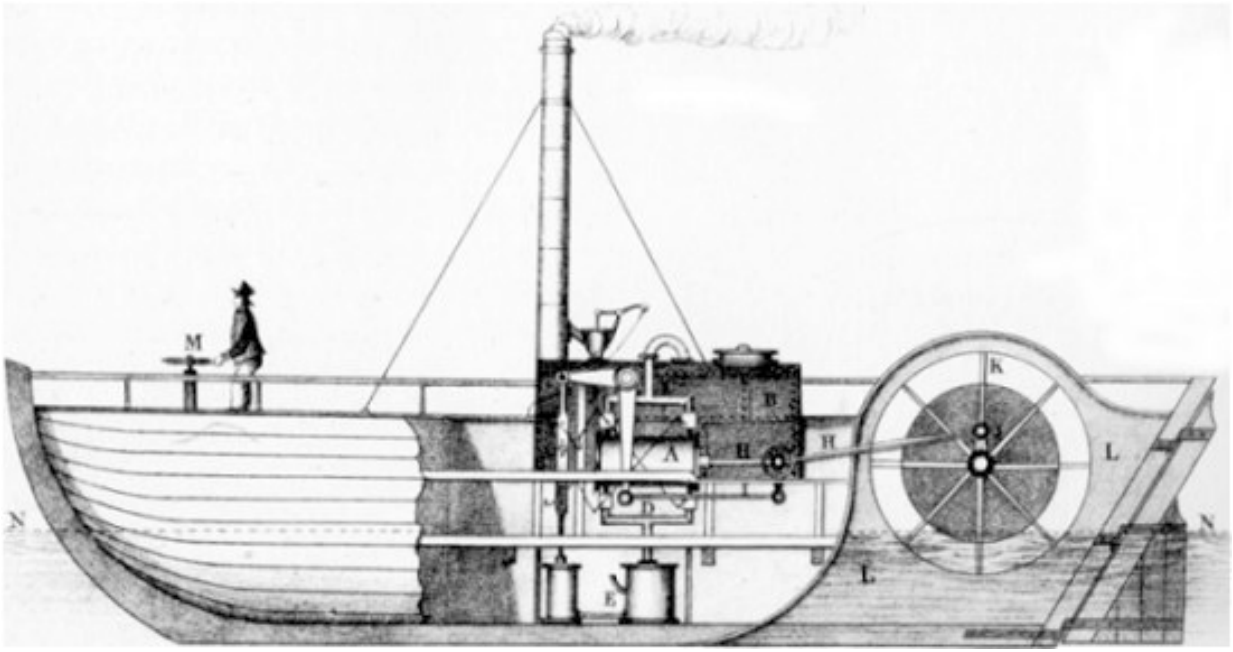
BOATS of the Canal

The May Queen leaving



Kelvin Dock with a deisel engined lighter in the dry dock.

The Charlotte Dundas, the first practical steamboat, engine and design by William Symington, built by Alexander Hart, supported by Thomas, Lord Dundas, governor of the Forth & Clyde Canal company



INDUSTRY & The Canal

The Forth & Clyde Canal from Ruchill Park, showing the chimneys and pollution of busy local industry.

A welder at Lambhill Iron Works in the 1930's. This building had its own wharf on the Forth & Clyde Canal.

Sharpening saw teeth (c. 1910)

Kelvin Dock with an Oil Barge and two steam lighters.

Lambhill Iron Works in the 1930's.

Oil tanks on Ruchill St.

PEOPLE & The Canal

Stewart Sinclair, an elderly canal lockman seated at a lock.

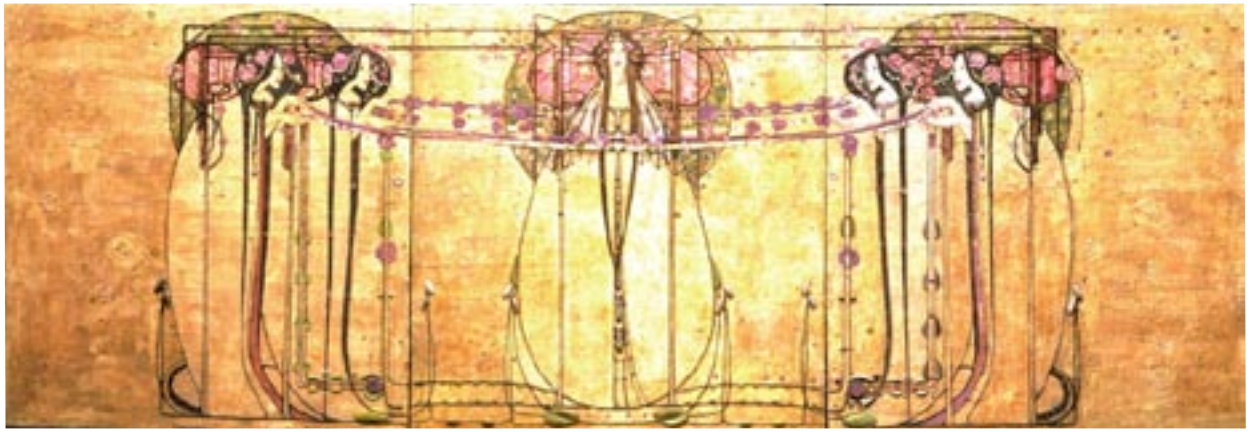
Feeding swans in the snow on Firhill Road in the 1960's.

Children playing in the canal at Kelvin Dock, 1968

Charles Rennie MacIntosh & Margaret Macdonald

Oh Ye, All Ye that Walk in Willow Wood
Painted gesso with twine and coloured glass beads, 1903, by Margaret Macdonald.

The May Queen, oil-painted gesso on hessian and scrim, by Margaret Macdonald



Two chairs and a table designed by Charles Rennie Mackintosh (1868-1928) for Hous'hill.

The Windows of Stephen Adam

'The Canal Boatmen' by Stephen Adam (c. 1878)

'The Gas Worker' by Stephen Adam (c. 1878)

'The Iron Moulders' by Stephen Adam (c. 1878)

'The Calico Printers' by Stephen Adam (c. 1878)

'Joiners' by Stephen Adam (c. 1878)

'The Linen Bleachers' by Stephen Adam (c. 1878)

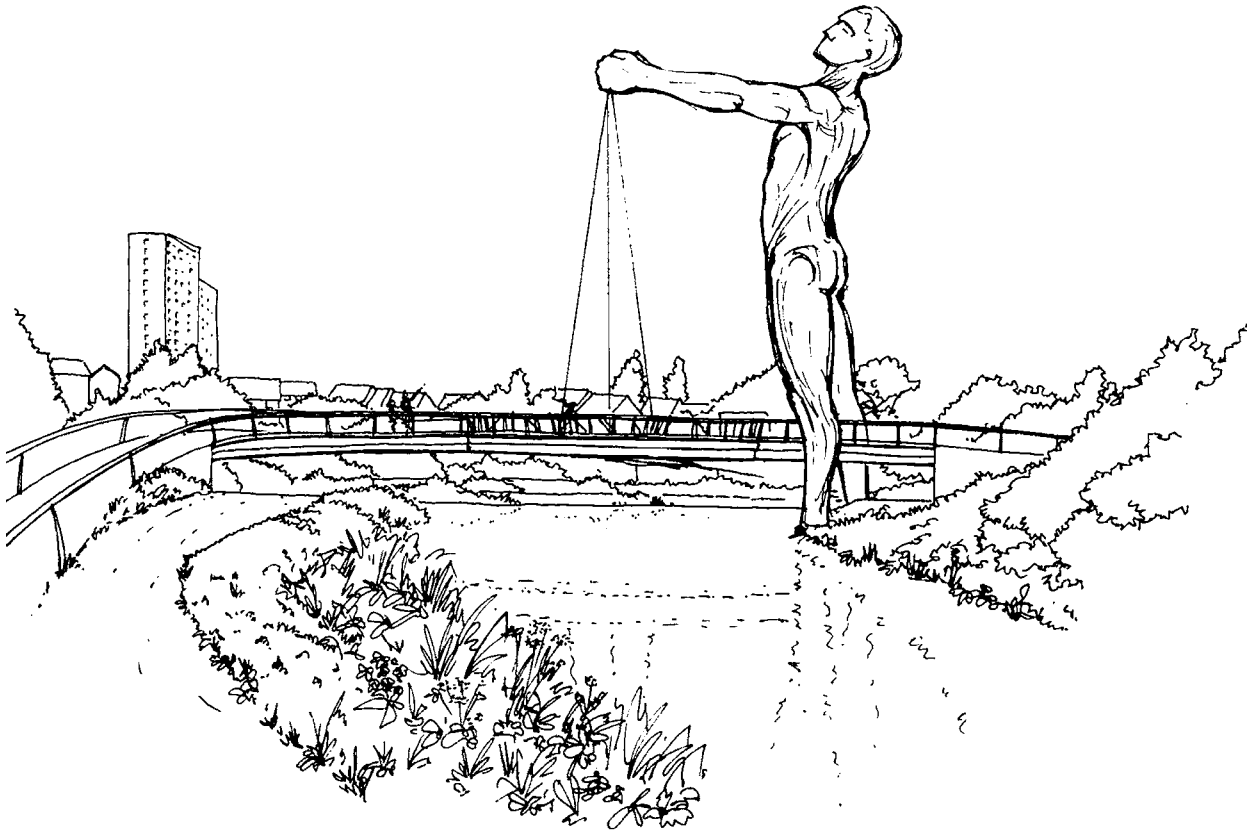
Andy Scott and the BigMan Bridge

"The Maryhill Bigman" is a sculpted feature which will stand on the Stockingfield Junction of the Forth & Clyde Canal in Maryhill, Glasgow. It is a support for a new proposed footbridge over the canal. It will appear as though the sculpture is lifting the bridge up from the banks of the canal, and will create a very impressive feature for the area.

The statue will be illuminated at night and will be a striking landmark, symbolising the regeneration of this section of the canal. He will attract many visitors along the canal to the area and help enhance the environment. "I hope he becomes a symbol of the area's proud history and a beacon of hope for the future." said artist Andy Scott.

"It's a really exciting project to be involved in. I've worked in Maryhill for over 15 years now and know how important the canal was to the history of the area and the city of Glasgow."

"I hope that "The Bigman" will become a popular icon for this part of our city. He represents the pride of the area and all of the industries which were once based around the canal... the factories, boatyards and ironworks, and all the proud history of this part of Glasgow."



Reflections

Claude Monet - Water Lilies Toledo

Claude Monet - Arm Of The Seine Near Vetheui

Miscellaneous

A horse - drawn tram circa 1895

Maryhill Road July 1961

James Hopkirk Drawing of the Aqueduct

WYNDFORD ESTATE - maryhill barracks gate c1910 (coloured)